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ABSTRACT

This document contains the proceedings of a conference focusing on the emerging need for postsecondary educational opportunity programs in New York state. The conference consisted of a series of addresses on issues such as the status of equal educational opportunity programs and the changing climate of higher education and the disadvantaged. In addition to the various addresses delivered by experts in the field, workshops were held in several areas including: (1) the ecology of success and failure, (2) new academic programs and the non-traditional student, (3) research and evaluation in an age of accountablity, (4) principles and practices of sound program administration, (5) role of assessment and testing in the diagnostic/ prescriptive process, (6) financial aid and the needy student, (7) counseling the disadvantaged student, (8) issues in the recruitment and admission of the "new" or disadvantaged student, and (9) the role of new curricular and tutorial models in meeting the needs of the educationally disadvantaged. (Author/AM)

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ED137454

The Emerging Needs of Postsecondary Opportunity Programs in New York

A Conference Sponsored by
the Commissioner of Education's
Statewide Committee of Educational Opportunity

PROCEEDINGS

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April 14–16, 1975

Sheraton Motor Inn
Syracuse, New York

THE EMERGING NEEDS OF POSTSECONDARY OPPORTUNITY PROGRAMS IN NEW YORK

A CONFERENCE SPONSORED BY
THE COMMISSIONER OF EDUCATION'S
STATEWIDE COMMITTEE OF EDUCATIONAL OPPORTUNITY

PROCEEDINGS

APRIL 14-16, 1975

Sheraton Motor Inn
Syracuse, New York

INTRODUCTION

We do not have a proud history in this country of providing opportunities for all our citizens to share in the benefits of higher education. Those without substantial fiscal resources, and those whose pre-college academic preparation caused them to be described as "non-college material," have been systematically excluded. To carry a dual burden -- economic and educational -- was to be guaranteed denial of higher education access.

There are some examples, however, of attempts to promote the equalization of higher education opportunities, born, primarily, of the social unrest of the sixties. Unfortunately, most of those efforts -- developed in a more favorable fiscal climate -- have been short-lived. There is one shining example, though, that has endured. The opportunity programs of New York State's colleges and universities -- HEOP, EOP, SEEK, and College Discovery -- have weathered the storms other special programs for the disadvantaged have not been able to overcome.

One organization which has helped to maintain that record of success is the Statewide Committee on Educational Opportunity, a group composed of distinguished educators from both the public and independent sectors of higher education, which serves in an advisory capacity to the Commissioner of Education. In April of 1975, the SCEO sponsored the first all-sector conference on opportunity programs, an event marked by the participation, over a three day period, of approximately four hundred individuals -- College Presidents, Program Directors, members of the Board of Regents, government officials, legislators, and a host of other concerned individuals.

Clearly, though, it is not who attends a conference that signals its success so much as what is produced by it. Those who were fortunate enough to participate in this landmark convocation know of its value for them. The material contained herein will serve as a reminder of the ideas and ideals expressed. For others, who could not be present, it is hoped that the flavor of those three days in April can be captured from these pages.

And, finally, sincere thanks must be paid to those who helped to make the conference what it was: the membership of the SCEO, who were involved at all stages of planning and execution; the speakers, discussion leaders, panelists and recorders, who gave so freely and fully of their time; Vera King Farris, who joined hands with the writer in the beginning and never let go; Sister Dorothy Ann Kelly, Chairperson of SCEO -- a tower of strength throughout; and the staff of the HEOP office, who could always be counted on to perform the "unseen acts" which transform ordinary events into memorable occasions. Grateful acknowledgement to them, to the participants whose interest and enthusiasm sparked the proceedings, and to the 35,000 New York State opportunity students, who, after all, were the cause of it all...

Allan De Giulio
(Dr. De Giulio, former Coordinator
of HEOP, is now Academic Vice-President
at Chicago State University)

1975 STATEWIDE COMMITTEE ON EDUCATIONAL OPPORTUNITY

* Carl R. Bello
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Long Island University

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Malcolm-King: Harlem College Ext.

Harold Delaney
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Julius C. C. Edelstein
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City University of New York

* Vera King Farris, Associate Vice President for Developing & Continuing Education
State University College at Brockport

* Edmund W. Gordon, Professor & Chairman
Department of Applied Human Development and Guidance
Teachers College

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Yvonne M. Tormes, University Administrator
College Discovery Program
City University of New York

Stephen J. Wright
Vice President
College Entrance Exam. Board

*Robert Young
University Dean for Special Programs
City University of New York

Former Students

Miquel Ibarra (HEOP)
Lucy Hynes (EOP)
Herman Wesley Wright (SEEK)

Representing State Education Department

Alvin P. Lierheimer
Assoc. Commissioner for Higher Education

*Allan De Giulio, Chief
Bureau of Higher Education Opportunity Programs

Morice L. Haskins, Jr. (Secretary)
Associate in Higher Education

* Conference Planning Sub-Committee

PROGRAM

Monday, April 14, 1975

3:00 - 6:00 p.m. Registration
6:00 - 7:00 p.m. Social Hour
7:00 p.m.

Presiding - Sister Dorothy Ann Kelly, President, College of New Rochelle and 1975 Chairperson of the Statewide Committee on Educational Opportunity

Welcome - Melvin A. Eggers, Chancellor, Syracuse University

Keynote Address -
Ewald B. Nyquist
President, University of the State of New York and Commissioner of Education

Tuesday, April 15, 1975

9:00 a.m. "State of the Art" of Higher Education Programs for the Disadvantaged
Edmund W. Gordon, Chairman of the Department of Applied Human Development and Guidance, Teachers College, Columbia University and Director of the Institute on Urban and Minority Education - Teachers College and the Educational Testing Service

10:15 a.m. Coffee

10:30 a.m. Problems and Prospects - small group dialogues (reactions to Gordon paper)

Discussion Leaders:

Sister Dorothy Ann Kelly, President, College of New Rochelle
Stephen Wright, ETS
Allyn P. Robinson, President, Dowling College
James Ross, ACUSNY
James S. Smoot, Vice Chancellor for Universitywide Services and Special Programs, State University of New York
Robert Young - University Dean for Special Programs, City University of New York
Allan De Giulio, Chief, Bureau of Higher Education Opportunity Program
Carl Bello, Director of Financial Aid, Long Island University
Yvonne Tormes, University Administrator, College Discovery Program
Isiah Reid, Director, SUNY, Buffalo, Educational Opportunity Program
Herman Wright, SEEK, Central
Arnold Goren, Vice Chancellor, New York University

12:15 p.m. Luncheon

Presiding - T. Edward Hollander, Deputy Commissioner for Higher and Professional Education, State Education Department

Address - Willard A. Genrich, Regent, and Chairman of the Regents Committee on Higher and Professional Education

Tuesday, April 15, 1975

2:00 p.m. Higher Education and the Disadvantaged: The Changing Climate and Dimensions of Need

From the Perspectives of:

1. City University of New York
   Robert J. Kibbee, Chancellor

2. The State University of New York
   James F. Kelly, Executive Vice Chancellor

3. Independent Colleges and Universities
   Robert Payton, President, Hofstra University, and Chairman of the Public Affairs Committee of the Commission of Independent Colleges and Universities

Presiding - T. Edward Hollander

3:15 - Coffee

3:30 CONCURRENT WORKSHOPS

A - Ecology of Program Success and Failure

Moderator - Edmund W. Gordon, Teachers College

Panelists - Henry Richards, Assistant Vice President for Academic Affairs, State University at Buffalo

Malcolm Robinson, SEEK Director, City College of New York

Russell Wise, HEOP Director, Junior College of Albany

Recorder - Marguerite Brown, HEOP Director, New York Institute of Technology, Old Westbury

B - New Academic Programs and the Non-Traditional Student

Moderator - Alvin P. Lierheimer, Associate Commissioner
for Higher Education

Panelists - Nancy Bunch, Associate Professor of Human
Services, Empire State College

Kevin Donohue, Chairman, Department of Philosophy
and Project Director, Marist College-Greenhaven
Correctional Facility HEOP Program

Francis Macy, Director, Regional Learning Service,
Syracuse

Donald J. Nolan, Coordinator of Academic Programs,
State Education Department

Recorder - Laurence D. Martel, Director, HEOP, University
College of Syracuse University

C - Research and Evaluation in an Age of Accountability

Moderator - Yvonne Tormes, University Administrator, College
Discovery Program

Panelists - George Blair, Director, Manhattan Educational
Opportunity Center

A.J. Franklin, Research Associate in the Institute
of Cooperative Human Development, Rockefeller
University, and Adjunct Associate Professor,
Teachers College, Columbia University

Louis Hoffman, Director of Research, SEEK (CUNY)

Recorder - Marcia Warrington, Director, HEOP, Manhattanville College

D - Principles and Practices of Sound Program Administration

Moderator - Albert H. Berrian, Director, National Center for
the Study of Educational Policy Alternatives,
Washington, D.C.

Panelists - Lee Brown, Director, HEOP, College of New Rochelle

Neil Kleinman, Assistant to the President,
Richmond College (CUNY)

Ramon Rodriguez, Education Opportunity Program Director
SUNY Farmingdale

Recorder - Chris Johnson, Director, HEOP, Hamilton-Kirkland Colleges

6:00 - 7:00 p.m. Social Hour

7:00 p.m. Dinner
New York State's Opportunity Programs:
A Legislative Impression

Presiding - Arnold Goren, Vice Chancellor, New York University

Address - Constance Cook, New York State Assemblywoman, 1963-74, and Chairperson, Assembly Education Committee, 1968-74.

Wednesday, April 16, 1975

9:00 a.m. Concurrent Workshops

E - The Vital Role of Assessment and Testing in the Diagnostic/Prescriptive Process

Moderator - Stephen J. Wright, Vice President, College Entrance Examination Board

Panelists - Carl Schumacher, Coordinator, Social and Supportive Services, Utica College

Ronald Flaugher, Senior Research Psychologist, Educational Testing Service

Doris Taylor, Assistant Director, Learning Center, State University Center at Buffalo

Recorder - Stanley Calhoun, Director, HEOP, College of St. Rose

F - Dollars and Diplomas: Financial Aid and the Needy Student

Moderator - Carl Bello, Director of Financial Aid, Long Island Univ.

Panelists - Martin Lefkovits, Student Financial Aid Officer, State University of New York

Verona Oard, Director of Financial Aid, SUNY, Farmingdale

Charles Rainey, Senior Program Officer for Student Financial Aid, USOE, Region II

Sybil Stevenson, Director, HEOP Iona College

Robert Trow, Director of Financial Aid, Staten Island Community College

Recorder - Richard Welch, Director of Financial Aid, SUNY Geneseo

G - Counseling the Disadvantaged Student

Moderator - Isaiah Reid, Director of EOP, State University College at Buffalo

Panelists - Peter Martin, Associate Dean of Student Services, Hostos Community College

Harold Russell, Director, HEOP, C.W. Post College

Katherine Webb, Assistant Professor of Counselor Education, SUNY Brockport

Recorder - George Crenshaw, Director, EOP, SUNY Binghamton

H - Issues in the Recruitment and Admission of the "New Student"

Moderator - Mattie Cook, Administrative Director, Malcolm-King: Harlem Extension

Panelists - James Garrett, Director, HEOP, Cornell University

Ida Headley, Assistant Director of Admissions, SUNY Binghamton

Robert Jefferson, Associate Higher Education Officer, City University of New York

Recorder - Diane Young, Assistant Director of Admissions and Financial Aid, Rensselaer Polytechnic Institute

I - The Role of New Curricular and Tutorial Models in Meeting the Needs of the Educationally Disadvantaged

Moderator - Vera King Farris, Associate Vice President for Developing and Continuing Education, SUNY, Brockport

Panelists - Sister Mary Egan, Director, HEOP, College of Mt. St. Vincent

Ronald Holloway, Coordinator of Developmental Skills-Mathematics Unit, New York City Community College

Rosemary Lanshe, Director of Educational Opportunity and Director of Reading and Study Skills Center, SUNY, Alfred A & T

Recorder - Patricia Shelton, Director, HEOP, Siena College

12:00 noon - Luncheon

Address - Assemblyman Arthur O. Eve, Chairman of the Minority Caucus of the 1975 State Legislature

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PART I

KEYNOTE ADDRESS

A UNIVERSAL SYSTEM OF EDUCATION IS ULTIMATELY TESTED AT ITS MARGINS

Ewald B. Nyquist
President of the University of the State of New York
and Commissioner of Education
State Education Department

Albany, New York

NOTE: The attached remarks were made on April 14, 1975, Syracuse, New York, as the keynote address at a Conference sponsored by the Commissioner's Statewide Committee on Educational Opportunity. The conference theme was: Focus on the Emerging Needs of New York State's Opportunity Programs.

Ewald Nyquist, the Commissioner on State education, in a keynote address expounded on the success of the programs for the disadvantaged. Despite the national decline in minority enrollment, he saw New York State and its programs as an important example for the rest of the country. He called for continuation and improvement of these services to serve everyone.

"I am most grateful for the kind and overly generous introduction. As Sister Dorothy Ann knows, man cannot live by bread alone. He needs to be buttered up once in a while. And this is especially the case for me these days. You should know that I come here after what has been a severe winter of discontent. T. S. Eliot once said that April is the cruelest month. That's because Eliot never had to go through January, February or March in Albany, not to mention from May to December. Lately I've been fond of saying that a day away from Albany is like a month in the country. It isn't the amount of work really -- although I am probably working more hours than ever. Rather, it's the quality of professional life. For one thing, I have been having a hard, lonely time trying to persuade people in five of this State's cities that racial integration of the public schools is educationally, legally and morally just. For another, President Ford's budget and tax program to combat stagflation is dispiriting if not stunning. The new Federal budget reminds us that education is no longer a money-splendored thing and that political authorities are trying to find a cheaper way of making educational history. And fiscal fitness is the curriculum in Albany as well. Patrick Henry throught taxation without representation was bad. He ought to see how bad it is with representation.

"I am sometimes reminded of H. L. Mencken's definition of a Puritan: he is a person who has a sinking feeling that somebody, somewhere, is having some fun. And thinking about the shape our society is in, a society in which poverty, pollution and social injustice prevail and everybody seems to go to bed angry at night, I have been fond of saying that if Moses came down from Mt. Sinai today, the two tablets he would be carrying would probably be aspirin. What the young people seem to be saying to me is that this would be a far, far better world if we adults obeyed just two of the Ten Commandments -- any two. And there was a pastor who said to his congregation one Sunday: 'Nearly everyone is in favor of going to heaven, but too many are hoping they'll live long enough to see an easing of the entrance requirements.'

"It's getting so that I start out some of my speeches by saying that it's nice to be among friends, even if they are not your own.

"But, seriously, I believe that crises are normal, that tensions can be creative, and that complexity can be fun. I even define a pessimist as a well informed optimist. And I hope you believe with me that the light at the end of the tunnel is an exit to a better time, not the headlight of a locomotive bearing down on you. As someone recently remarked, this is no time to lose sight of the simple truth that 'the future is what we make it by what we do now. There is no single, pre-ordained future but only a broad, fan-shaped array of alternative futures. From among these potential tomorrows, we can endeavor to select and to create the best of the options open to us.'

"In my remarks tonight, I will focus on the future of postsecondary opportunity programs, with special emphasis on HEOP. First, however, I would like to share with you a few general observations which lead me to believe that we are at a turning point in the history of higher education.

"There is today at least surface tranquility on our campuses. Students are more inclined to work within the organized social framework for any reforms they have in mind. They are career-oriented, and the most notable trend is toward preprofessional studies and what has been called the 'new vocationalism' and a redefined 'work ethic.' But even so, every college and university is grappling with enormous challenges caused by inflation; projected enrollment declines stemming from the drop in the birth rate; the prospect of fewer Federal dollars for educational programs; the dwindling value of investment portfolios; a drying up of funds from philanthropic organizations like the Ford Foundation, which recently announced that it would cut its grants in half by 1978 to head off the threat of dissolution; the energy crisis, which at least has the happy by-product of teaching us global interdependence; and a deepening public disenchantment with education, fueled in part by supposedly professional criticism which holds that people would be no worse off, and perhaps even better off, if society were 'deschooled.'

"No wonder a lot of educators sleep like a baby at night -- you know, they sleep for an hour, then wake up and cry for an hour.

"There is no doubt about it. The problems we face are very real. But we have faced problems before, and we have solved them. I have no fear about the future. It will be as it always has been, influenced not by the circumstances around us, but by how we respond to these circumstances. Our future is in our hands, and I believe it is in good hands. Like Alexander Hamilton two centuries ago (a very wise Regent and a member of the first Board of Regents), I am confident that we have in New York State the kind of leaders who understand -- quoting Hamilton directly -- 'that they ought not to wait the event to know what measures to take; but the measures which they have taken ought to produce the event.'

"I am sure you know that the Regents have defined three important goals for our system of postsecondary education in the 1970's which guide my policies as Commissioner of Education and the activities of the Department staff. These goals are:

1. The achievement of a statewide system of open access to postsecondary education;

2. The maintenance of a comprehensive system of postsecondary education; and,

3. The maintenance of excellence and quality of our postsecondary educational programs, especially at the graduate and professional levels.

Let me elaborate on just one of these goals -- open access -- since it goes to the heart of what I will be saying about New York's postsecondary opportunity programs.

"There are many ways in which open access can be measured. Most measures relate to access by a traditional college-age population. By every such measure, we are well ahead of most states in the opportunities we afford our young people. For example, the college-going rate of high school graduates in New York is somewhere between 65 and 70 percent. It has been at this level since 1970 when the City University of New York established its open admissions policy and the upstate community colleges adopted a policy of open access. Moreover, economic circimstances are less of a limitation in this State than elsewhere. Because of our Tuition Assistance Plan, institutional aid, guaranteed loans and subsidized or free tuition in the public sector, there are very few students who graduate from high school who are denied the opportunity for college study if they are strongly motivated to pursue such study.

"Of particular importance, the proportion of students drawn from minority group families in the fall of 1973 was 16½ percent, a proportion that is higher than the proportion of minority persons in the college-age population. No state with a sizable minority population has matched this accomplishment.

"Put another way, we are very close to, if we have not already achieved, open access for our traditional college-age population. By that I mean race, economic circumstances and educational disadvantage are no longer significant barriers to postsecondary education for high school graduates. However, an old American paradox instructs us: If we had not already done so much, we would not still have so much to do. Open access will have been achieved in my judgment only when all the people of this State -- adults as well as young people -- have the opportunity to enter the postsecondary system in a program of study suited to their individual needs, and when they have the opportunity to continue through the baccalaureate if they have the capability and the desire to do so. Different people have enormously different needs. If we are going to serve them as we should, then we must adapt to their needs. And this means we have to broaden our curriculum offerings, counseling and supportive services to an even greater degree.

"I fully concur with an observation once made by Larry Cremin, the new President of Teachers College, Columbia University, and a truly enlightened educational leader. Cremin pointed out that a universal system of education is ultimately tested at its margins. That is, while we may do an excellent job of educating vast numbers in the middle, we stand or fall as an educational enterprise to the extent that we succeed in seeing that those who stand on the fringes, at the periphery, outside the so-called normal range -- those handicapped by poverty, by prejudice and by other disadvantages -- are enabled to realize their full potential and are assured of the opportunity to rise to an equal footing with the more fortunate members of our society.

"This is basically what the Regents said, too, in their Position Paper of 1972 entitled 'Minority Access to and Participation in Post-Secondary Education.' Let me quote just one paragraph from that statement by the Board:

> Our society must provide 'equality of educational opportunity' which means that access to educational resources shall be rendered as nearly equal as possible to all, regardless of race, religion, or national origin, regardless, too, of low economic status and poor educational preparation at earlier levels not within the control of the individual, always with consideration that the individual has the desire and the ability to pursue the education to which he aspires.

"Surely, we have come some distance from 1954, when the U. S. Supreme Court ruled that educational separation by race inherently constitutes inequality of opportunity. But there are miles to go. For one thing, I am not happy about segregation in the public schools in the North. We have come a long way as well from the mid-1960's, when post-secondary opportunity programs were begun in this State, initially in the City University of New York. Similarly, we've come a long way from a handful of programs with skimpy financial resources to a vast network of opportunity programs serving about 33,000 students in close to 150 of our institutions of higher learning. We've had substantial increases in State support over this past decade, although the condition of our economy has not permitted full attainment of the goal of serving all of the educationally and economically disadvantaged students. At least 40,000 students graduate from the State's high schools each year who are eligible for opportunity program admission. That constitutes a pool of approximately 160,000 potential students every four years who could profit from postsecondary education and, in turn, could benefit our society immeasurably by their contributions.

"So this conference is very special for me, because, as the theme suggests, we will focus on the emerging needs of New York State's post-secondary opportunity programs, and because it marks the coming together of all sectors of higher education in this State -- the State University, the City University and the private colleges and universities, all of which have a long and distinguished history of service to this State and to this Nation.

"In their 1974 Progress Report on Education Beyond High School, the Regents reaffirmed their commitment in this area. The definition of equality of opportunity that appears in that report is not unlike the one I quoted earlier.

"The Regents are also committed to the growth of all of the opportunity programs, and the Progress Report I mentioned makes reference to goals to be reached by 1980 if we are to fully meet our mandate. Clearly, New York is well ahead of the rest of this country in providing equal education access and opportunity for its citizens.

"Let me share some statistics with you, statistics that many of you may already be familiar with. Our most recent Annual Report on the HEOP Program revealed that most first-time students came from families with gross annual incomes below $6,500, clearly showing that the program continues to serve an economically disadvantaged population. Similar figures could be reported for the public sector. We also note an appreciable shift toward serving older students. For example, 62 percent of our HEOP students are over 21 years of age. Nearly one-third are over 25. Such students have been even less well-prepared than in the past in terms of what might be called the academic profile. There has been a downward shift in high school averages, and scores on the Scholastic Aptitude Test have declined, reflecting the nationwide trend toward lower scores on the SAT's. Again, it is clear that we have continued to target our efforts toward the most disadvantaged, both academically and economically, in our State.

"It is the area of achievement, however, that is most worthy of mention. Our students perform quite well as measured by all of the normal college achievement standards. As of last spring, almost 1,900 students had graduated through HEOP with rates of retention ranging from 56.8 percent to 71.4 percent from class to class. As you know, this compares quite favorably with the national norm for all college students, which hovers around the 50 percent level. All of the programs -- College Discovery, SEEK, EOP in the State University, and HEOP in the private colleges and universities, have graduated more than 5,000 students to date. This is a significant achievement. The grades of special program students, their success in acquiring degrees, and their movement into graduate and professional schools and into vocations is a source of pride for all of us. Many of the figures I am quoting relate to the Higher Education Opportunity Program, because those are the ones with which I am most familiar. Permit me to note with a great deal of satisfaction, however, that you will be hearing from Chancellor Kibbee and Vice Chancellor Kelly tomorrow. I am sure they will speak with equal pride of the accomplishments of the public sector opportunity programs. The Regents and the Department are fully supportive of all efforts, both public and private, to enhance the chances of success for those individuals who have been bypassed by our elementary and secondary school systems.

"Many of you have seen a study recently put out by the Department on the HEOP Program entitled The Effectiveness of Postsecondary Opportunity Programs for the Disadvantaged. I will not take the time to describe that important study in detail. But let me cite a few of the highlights. Essentially, the study compared a group of disadvantaged students at 13 private colleges in the State who entered those institutions in 1967, with a group of 1970 entering HEOP students at those same campuses. Both samples consisted of students who were similarly disadvantaged. In fact, it was shown that the 1970 HEOP students were even more economically disadvantaged and a bit less academically prepared than their 1967 counterparts. The study followed them for four years, representing the first longitudinal view of opportunity programs -- or of special programs for the disadvantaged -- attempted in this country so far as we've been able to determine.

"The basic findings of the research were that the HEOP students did demonstrably better than their 1967 counterparts on all measures of academic achievement: grades, graduation, credit accumulation, and so on. What caused this substantial difference in achievement? Students were similar, and campus conditions were not radically changed over that period of time. There was a major difference, however, that contributed to the overwhelming success of the 1970 group as compared with the earlier contingent. They received specialized counseling, tutorial help, and remedial and developmental coursework which contributed to, and, in fact, were the causal factors of their academic success.

"What was shown, then, was that the kinds of services that are provided through opportunity programs, not just the provision of access to a college education, are what go into enabling economically and educationally poor individuals to succeed in college.

"We are experienced enough with the revolving door syndrome to know that it is critical that we intervene in the process of educating persons with poor previous academic backgrounds, in order to enable them to compete successfully with their traditional counterparts on the campuses in this State. I expect that this study, and other similar efforts under way, will help to show those with the authority to allocate funds for our programs that they are much more than financial aid vehicles. The heart of the matter, and the sinew of the opportunity program, is the range of services provided for the students who come to you with undistinguished secondary school histories.

"The study and reports I have mentioned are also reflective of another significant advance. I refer to the age of accountability in which we find ourselves. Accountability means to me a continuous willingness to evaluate education, to explain and to interpret the results of evaluation with all candor, to divulge the results to the public that needs to know them, to be personally and organizationally responsible for the weaknesses as well as the strengths revealed, and to be demonstrably efficient and economical in the use of resources. Our ability to report on our efforts clearly, concisely and effectively, will be of highest importance as we strive to gain vitally needed support. I am pleased to say that we have, for the most part, been responsive to the requirements brought on us by the need to account fully and accurately for our activities. This is not to say that we are doing our job perfectly in that area, but all signs point to continuing improvement on all our parts. This improved level of accountability is of utmost importance, because it can enable us to move from an essentially defensive posture to forceful advocacy based on an increasing accumulation of hard data pointing to the success of the programs. We have always known that these programs work, but now we are in a position to show exactly how and why they do so. I remind you that the days of wine and roses are over, and in these days of austerity the Legislature and the Governor's budget director are looking for excuses to eliminate or reduce programs.

"I'd like to emphasize something else you already know. The business of equalizing educational opportunity is the concern of all of us, public and private, two-year and four-year, sectarian and nonsectarian. The Statewide Committee on Educational Opportunity, which was reshaped and revitalized in 1974, has been instrumental, under Sister Dorothy Ann Kelly's leadership, in pulling together all of the sectors toward the goal of becoming an effective advocate for all opportunity programs. Sister Dorothy Ann is helping to make a mesh of things, so that the Committee can more fully foster the cause of higher education for the disadvantaged. Its membership reflects all of the sectors and its roster includes some of the most influential individuals in the field of higher education for the disadvantaged, not only in New York State but in the Nation as well. Its sponsorship of this conference is indicative of its desire to bring all of you together in a common cause. Factionalism and self-interest cannot continue if we are to achieve the ends we all espouse. Public and independent colleges in this State have cooperated fully in the past, and I take your presence here as further evidence of that commitment.

"It is clear that opportunity programs have been instrumental in bringing about the degree of substantive change we've seen. And yet, entry through opportunity programs represents too large a percentage of minority students on the campuses in this State. Opportunities for regular admission of minority students must be increased. Sound contradictory? Not at all. Even with a substantial increase of minority students gaining entry to our institutions through regular channels, there will still be many thousands of economically and educationally disadvantaged minority group members who will not be served by our opportunity programs due to the lack of fiscal resources. Therefore, advancement on both fronts is necessary. With the establishment of the Tuition Assistance Program last year, along with some improvements in that program which I hope will come during this legislative session, greater numbers of minority students should be able to gain regular admission to our campuses.

"However, I am disturbed by some of the things I read in the papers. In The New York Times a couple of weeks back, for example, I read that black enrollment in the Nation's colleges, which rose steadily for several years, is now decreasing because of the recession and an apparent decline in the institutions' concern for minorities. The article went on to say that efforts to recruit more blacks and to help the disadvantaged stay in college are being curtailed or abandoned at many institutions. Another article which appeared in that same paper around the same time stated that black enrollment at institutions of higher learning has been going down for the last two years as efforts to recruit more blacks, and programs to help them once they are enrolled, are being cut back or scuttled. This unfortunate trend was attributed to a reneging on the commitment by college officials. The article quoted a number of educators around the country who commented on the trend and suggested that it might be irreversible due to economic conditions.

"Let me state as forcefully as I can that we must not let this happen. Let me remind you again that our universal system of education is ultimately tested at its margins, and so are the moral precepts upon which our society is based -- how we apply them to everybody, the minorities of every faith and belief, every race and ethnic group, and of every economic status. While the growth and development of opportunity programs in this State have been tied, to a great degree, to the provision of fiscal support from both the State and Federal governments, the commitment to aid a portion of our population that has been traditionally bypassed is too important to hinge upon the availability of governmental dollars. The fiscal crunch has increased the degree of difficulty. But it must not diminish the resolve of those of you represented here tonight to continue to serve the disadvantaged population of this State, and to ensure opportunities for quality higher education for all who desire and can benefit from it. Many of our private institutions have continued to provide their own resources to these programs despite severe financial strains. And I am sure they will continue to point the way in this country in equalizing higher education access and opportunity. While the trend of this country may be otherwise, as I have reported, let the educational community of this State and its government continue to show the way.

"The increase of nontraditional students on our campuses will be a partial but effective response to the declining enrollment that many of you are experiencing, and will continue to experience, in the decade ahead. I need hardly remind you that the clientele of higher education is undergoing marked change. I suggest that the models, methodologies, and techniques that you've developed to deal with the disadvantaged population will be of great value as you seek to address the needs of an ever-widening array of constituencies. It's also gratifying to note that many of the positive changes that were brought about as the result of the opportunity programs, such as the establishment of learning skill centers, specialized counseling, peer tutoring and other unique instructional strategies, have been brought to bear on the needs of the traditional students who, at this point, constitute a majority of your student body. I re-emphasize, however, that as education becomes increasingly more available to new populations, we must recognize, as most of you already have, the necessity to reshape what you offer so as to make it more responsive to the unique and changing needs of your clientele.

"So let me conclude by saying that this is a time for leadership and a time for opportunity. We face a difficult future. But as Thomas Jefferson once said, I like the future better than I do the past. We will be successful if we continue to be candid about our shortcomings and work to overcome them. We will enjoy greater public confidence if we remain fully committed to serving student and public needs. We will gain increased support if public and private institutions join together, each recognizing the needs of the other, and each relying upon the other to help meet a shared public mission. We will grow in stature if we keep reassessing and building upon our respective strengths. New York can -- and must -- continue to be the state that best provides all its citizens with the best opportunities for postsecondary education. We have the capacity for greatness. And greatness -- as Bill Moyers once said -- 'is a question of how far we are from being where we ought to be, not how far we are in relation to where others are.'

"I am sure the members of this audience need no instruction on priorities. Your obligations to expand educational opportunities and to provide vigorous and creative leadership in a difficult area are held in sacred trust. Because of your dedication to serving others, I am confident that those in charge of New York's postsecondary opportunity programs have the future in their bones, rather than their bones in the way of the future.

"In thinking of our fellowship this evening, I am reminded, in coming to a close, of the story of the farmer who entered his mule in the Kentucky Derby. An incredulous neighbor asked him 'what for?' And the farmer replied: 'I know he can't win, but I thought the association would do him some good.'

"I am proud to be associated with you."

PART II

STATUS OF EQUAL EDUCATION OPPORTUNITY PROGRAMS

Address by

Edmund W. Gordon

PROBLEMS AND PROSPECTS - DIALOUGES

Discussion Leaders:

Mattie Cook
Allan De Giulio
Vera King Farris
Sister Dorothy Ann Kelly
Robert Payton
Allyn P. Robinson
James S. Smoot
Stephen J. Wright
Robert Young

"STATE OF THE ART" of Higher Education Programs for the Disadvantaged by Edmund W. Gordon.

Edmund W. Gordon, views the status of current opportunity programs as encouraging but he also sees some shortcomings. In explaining the drawbacks, he offers guidelines which will aid in expanding opportunity and success of higher education.

"Hello, in view of sentiments made in that long but beautiful introduction, we hardly need to hear from me, we can simply go on to the discussion groups. Thank you very much for that very kind introduction.

"I think there are, actually, three versions of this talk floating around - one is entitled COLLEGIATE PROGRAMS FOR THE DISADVANTAGED: PERSPECTIVE ON THE CURRENT STATE OF THE ART, RECOMMENDATIONS FOR FUTURE ACTION. Now that one will be available through the ERIC Center, the Committee may decide to circulate it as a part of the proceedings here. My discussants, that is, the persons who will be leading the group discussions that follow may talk, have another version which is simply called the STATE OF THE ART: that's a few pages I sent to them so that they would have a bit of a headstart and get some idea of what I was going to say. Last night thinking about what I would talk about this morning I made some modifications that I want to share with you this morning. Basically, the three versions have a good deal in common, but remarks this morning may be less specific with respect to detailed discussion of developments in this field and for that I refer you to the first paper that I mentioned. I am going to be a bit more philosophical in my talk this morning.

"The title of this paper suggests that we are talking about a set of behavious or practices which are not sufficiently precise to be defined as science. When we talk about the art of the field we're really talking about the more intuitive naturalistic expression of it. It is true that the field that we are in is characterized by somewhat free swinging behavior. We tend to function more intuitively; our work tends to be pragmatic, we are somewhat eclectic but in a number of situations we do somehow succeed in making music, in painting pictures; we do end up helping a number of young people. We see a lot of our clients grow in ways that they would not otherwise grow if our services were not available to them. Nonetheless, although the state of the art of designing and delivering opportunity programs is confused, is contradictory, is conditional, it is also encouraging. If we take a look at our overall effects these have been surprisingly positive even if limitedly so. I say surprising because if one looks at the history of what we are about as it has been suggested: we came into existence in a hurry; we were given the most difficult task that universities have when we were relatively unprepared for it; we operate under politically, socially and economically disadvantaged conditions. Yet, if we look at the data from the U.S. Office of Education Study conducted by J. Davies who was then at E.T.S. (I think he is now at the University of North Carolina), or if you look at the study that I did for Ford, or the study that Madeline Stent did for Ford, or if you have a chance to look at the recent report published by The New York State Department of Education, all of these studies in one way or another document the effectiveness of our work. These data tend to show that when programs with adequate support systems are operative, attrition rates are significantly lower. When these programs are in operation and are adequately supported, adequately implemented, the completion rate, that is, the number of people who complete college, is significantly higher than the overall national rate; for youngsters who have been exposed to the good programs, grade point averages are significantly higher. To restate my point, there is evidence which increases daily to indicate that college completion rates for opportunity students equal or exceed college completion rates for the nation as a whole.

"If you go back to the early Clark and Plotkin Study, those completion rates were phenomenal for U.S. higher education. If you look at the data reported, if you take completion over 4 or 5 years and not concern yourself strictly with excellence or grade point average, we see that opportunity students can make it, are making it, are doing well, are in many cases doing better than the norm for the nation. Now, despite these very positive signs, the recently opened doors of opportunity too often have proved to be revolving doors. In too many instances our target students leave college within one year of entry or, if they have remained longer, we find that they have accumulated little credit which is applicable to their college degree and often, perhaps more serious, have accumulated negative attitudes towards higher education and continuing education as a result of negative and destructive experiences in our institutions. In some less well conceived efforts, expectation levels have been raised for higher than we are able to produce. These expectation levels are not only raised higher in the students' minds but, even more seriously, excessively high in the minds of the public, as they fail to produce at a level we've gotten a kind of backlash.

"These positive and negative findings contribute to the confused state of our art and those who would destroy us for any available reason happily sieze upon these mixed reports focussing on the more negative findings to support their arguments for reduced support. I assert that our status is confused; because with a few exceptions our data are incomplete, they are weak, and often nonexistent. As one studies this field, we find that there are very few good evaluation studies; often we have been too busy delivering services or defending our programs from attack to study them. Often in our efforts at protecting these programs from premature examination we also precluded evalutation. In the two studies of this field that I have done many of my friends and colleagues have said quite honestly 'you know Ed we would like you to look at what we are doing, but we don't want anyone disturbing these kids; they are under attack from so many sources, their odds are so greatly stacked against them, it's better that we not study them at all.' That position was understandable, it may have been correct, 3, 4, 5, 6 years ago, but increasingly, the welfare, the progress, the status of these programs is going to be influenced by the extent to which we can produce solid data relative to their effect and their nature.

"The programs or the status of these programs is confused because the populations that we serve are ill-defined; generally our indicators are ethnicity, income level, prior educational experiences, geographic origin. These may be insufficiently sensitive indicators to either plan adequately for educational experiences, or to evaluate adequately the effectiveness of programs. It may be that the functional characteristics of the persons we serve would be more important indicators. I will talk further about functional characteristics when I make some comments about assessment, but basically, what I am suggesting here is that knowing the ethnic origin, or economic level of the student, may not give us the appropriate leads with respect to intervening in educational support for that student; we need to know more about the functional nature of the student, about the nature of the adaptive processes used by the student to master learning tasks.

"Another reason for the confusion is that programs are quite varied; HEOP designation is not a sign that opportunity programs of higher quality are being delivered nor does it guarantee that if quality programs are available they are offered in a climate that makes them acceptable to the intended recipients. Thus, when we evaluate HEOP programs, and this goes for compensatory education in general, when we evaluate these programs and their use, the fact that the program has been called compensatory, or HEOP is insufficient information. We need far more information about the specific nature of the program, and equally important, the context in which that program functions.

"The status of our programs is contradictory in part because the roles and purposes of the institutions in which they exist are contradictory. These contradictions exist in these institutions as a reflection of the contradictions in the society which has given birth to them. Mao Tse Tung has written a beautiful essay on Contradiction. He reminds us that contradiction is a feature of all phenomena; everything has its opposites, and to complicate things even more these contradictions are in dynamic states, that is, they are inconsistent and are in a constant state of change. That is, when one aspect of the contradiction is in the ascendancy the opposite is in the descendancy, the fact that aspect A of the contradiction is ascending today does not mean that it will always be in the ascending position, it may reverse itself. The trick, of course, is to recognize the actual position of these polar extremes at a given point in time and to adjust one's behavior or one's program in relation to them.

"Now Jean Paul Satre has also struggled with the paradox of Contradiction and fortunately has recognized its impact in the role and function of the intellectual as well as in the role and function of those institutions charged with the responsibility for the nurturance of intellect, such as the university. Intellectuals and universities in their roles as nurturers of intellect are caught in a paradox of contradiction. They are caught in it because they are by their very nature conservationists or conservatives. Conservationists of the traditions, the collective experience, the acquired knowledge of man, yet he who has acquired intellect, she who has become intellectual, has in the process become committed to criticism which cannot but give birth to change. Intellect and intellect producing institutions then are at one and the same time conservative and revolutionary. The intellectual and the universities tend to be liberal, in our society they have traditionally been the advocates of democracy; because of heightened understanding and sensitivity they are more likely to be humanitarian; still we have yet to discover a way of nurturing and rewarding intellect that is not elitist or at least meritocratic rather than democratic.

"The university is society-serving in purpose, yet it seems that it must be societally insulated, that is, its purpose is directed at service to the society. In order to achieve this purpose, that is, the nurturance of intellect, it seems to have to be insulated from the society it serves. It is stimulating of change and diversity, but it is nurturing of conformity. It is ideally committed to the development of intellect, but functionally committed to producing credentials and skills. What my friend and mentor W.E.B. DuBois called "The Liberating Arts and Sciences," have come to be thought of as a rather useless as vocational, technical and professional programs have flourished.

"Now this contradiction between the idealized commitment and the functional commitment of the university has been discussed in another context by Anthony Wallace, the anthropoligist. He talks about education and its roles and functions in societies in different phases of their development; it may be that Wallace's treatment of the contradiction most clearly points to the relevance of contradiction in education of the poor. Wallace talks about morality, intellect and skills as essential purposes of education and the dialectical or dynamic relationship of these purposes as societies move from their revolutionary phase to a conservative phase to a reactionary phase. For example, Wallace would argue that in the revolutionary phase, society gives its highest attention to the development of morality through education; here morality is defined as a concern of the human values, a concern with the freeing of man. He says that the revolutionary society gives its second emphasis to the development of intellect, this may be because in the revolutionary society you need people to begin thinking in order to understand the nature of their oppressed condition so that they will be motivated to do something about it. On the third level, the revolutionary society gives its attention to skill development.

"He suggests that in the conservative society, first attention is given to skill development, because the development of skills are essential to the maintenance of that society: he argues that next level attention is given to moral development which one sees as socialization, how one gets along in the society and only third level attention is given to the development of intellect. By the time society reaches its reactionary phase, moral development is at the top again, but now moral development has become law and order. 'What does the State expect of me?' Second level attention is given to skill development-techniques - 'How do I serve the society?' and little or no attention is given to the development of intellect. Now Wallace wrote that little essay back in 1960 but it is interesting to see how appropriate it is to be the late 1960's and the early 1970's when the university came under attack and when the greatest attention in our society with regard to education was given to career education, vocational education, our expectation of our public schools, of our universities, and of our colleges was to teach people how to enter the labor force, how to become productive persons. Wallace reminds us that in none of these phases of societal development is primary attention given to the development of intellect; intellect tends to be neglected in all of them, at least it tends not to have priority in any of them.

"Now a point Wallace does not make and what I want to stress here is that the various elements of society move through these phases at different rates so that while the dominant interest of the position of the ruling group in the society may be conservative or reactionary as we can see in this country over the recent period, there are elements in that society that may be in the revolutionary phase. If we look at the young people that we are concerned with, at poor people, at ethnic minorities, at low status people, rather than a concern with conservation, rather than a concern with conservatism, rather than a concern with reactionary stances, these young people either are or should be very much concerned with change, with radical change, revolution. Now, if the purposes of the university, the purposes of education, with all the contradictions in education place conservative and reactionary stances in the ascending position with respect to those contradictions, and revolution in the descending position, yet the people we are trying to introduce into that system and trying to help find their way through it, have a different set of values - revolutionary values, then we have a counterforce. We have a force that is a drag upon the successful upward movement of these young people. So that when the university seeks to democratize in its outreach, but uses elitist models in the service of a reactionary society, the contradictions are so obvious that it should come as no surprise to us that we fail as often as we succeed.

"I say that the status of our programs is conditional. Conditional, in part because of the points already made, but also in its conservative or reactionary phase, the nation's values are turning from expanding opportunity to conserving opportunity, from a democratic back to a meritocratic and maybe even an articocratic basis for the selection and support of students. Here I refer to the steadily rising cost of higher education coupled with the erosion of opportunity for the poor as a function of the conservation of opportunity for the middle income group. Now I don't mean to put one group against the other, but if we are going to increase the poor of the eligible candidates to include higher income groups, and I think we should, we must also increase the pool of resources to accommodate the added numbers and the increased costs. If we are to protect our programs and reduce the conditional state, it may be necessary to form an alliance between those who would conserve opportunity and those of us who would expand opportunity.

"With the state of our programs characterized as encouraging but confused, contradictory and conditional, what do we know about this art which can guide us as we seek to expand access to and completion of higher education in a democratic, diverse and pluralistic society? At the top of the list I will place the establishment of continuing posesecondary education at low cost or free as a right of citizenship. That's a radical move in a society where neither secondary nor elementary education was always universally available; it's a goal to shoot for. For the present at least, we must insist upon expanded and subsidized higher education opportunities for the poor as well as for low middle income families. Second, we must develop improved student diagnostic assessment technology. I have written and talked a great deal recently about diagnostic and prescriptive approaches to education; something I call qualitative approaches to assessment, and prescriptive approaches to educational design. The idea there is simply to move away from the assessment of status, to move away from the heavy dependence on the quantification of behavior to a greater emphasis on the qualitative description of behavior description of the processes by which individuals function. The logic behind this argument is simple. If an instructor needs to plan the learning experiences for a learner, knowing that individual's status or having a quantitative category into which to assign that individual is far less useful than knowing the way in which the student goes about solving intellectual problems; when one develops sensitivities to the character of the learning process, one then has a lever for - a guide to intervention in the modification of that process. My second priority then, would be for improved diagnostic assessment technology, a move from quantative measures to qualitative measures, which reform instructioanl design. The third fellows naturally and involves the matching of student characteristics and needs to institutional capability and delivery patterns. Here I am simply suggesting that we need as much information about our institutions as we have traditionally gotten about our students.

"I don't know whether all of you have had a chance to see that 1970 report of the Commission on Tests of the College Entrance Examination Board. Jim Coleman wrote a very interesting little brief for that report which he called ON SYMMETRY. He suggested that traditionally in our assessment and placement procedures in the transition from high school to college we have tended to stack the deck on the side of the institution; we have provided the institution with a lot of information about the youngsters, but we have given young people very little information about the institutions. I am simply suggesting that if we are to make better use of our institutions, if we are to expand opportunity, a higher degree of symmetry must be achieved here. Students need as much information about us and our capabilities to meet their needs as we need about them. Given that kind of symmetrical information exchange, then, we have the task of matching. But that match somehow must break the elitist bond between institutions and students. I would be very unhappy if we continue to concentrate in our so-called best universities, our best students; rather I propose that we place more of our weakest students in our strongest institution.

"In the book that I wrote with Doxey Wilkerson on Compensatory Education we made that modest suggestion which nobody has picked up (in fact that has become the story of my life, most of my ideas don't get picked up). What was suggested was that maybe it's time for the strong institutions to assume greater responsibility for the education of the weakest students or to put it differently; maybe my goodness as a professor ought not to be measured by the number of bright Columbia University students I can help to win scholarships and earn degrees, with honors, but how many average or high risk students I can help make it through an even excell. It maybe a far more difficult task to take average and low functioning individuals, and bring them to levels of adequacy, if not excellence, that it is to preside over and monitor the development of those bright youngsters who are going to learn no matter what you do to them. I used to have a colleague who argued that the teacher's greatest job was to keep out of the way so that their students could grow and learn. It maybe that we will have to move to a controlled lottery as a means of selecting students, where we have selections made from categorized student pools and assign to categorized institutional pools; that is, if we understand enough about students and enough about institutions, maybe instead of letting the individuals and the institutions make the choices maybe what we need to do is to simply make admission a matter of chance.

"Now you might say immediately we'd run into difficulty because we would waste institutional resources because so many people would be misplaced. I suspect that with improved information, this would not be the case, but even if it were, the results could hardly be worse than our present performance. Sandy Astin has a rather interesting report looking at the relationship between college completion and college entrance test scores: he finds that the range of youngsters who complete college go from the lower end of the scale to the very top of the scale with relatively low correlation between positions on that continuum. What these data seem to be saying is that there are factors other than ability that are operating to influence college completion and since we don't know what those factors are it may be that our earlier concentration on test scores and even grade point averages may be less useful than we think.

"Fourth, we need expanded and strengthened tutorial programs, learning centers and targeted remediation. As we look around the country at the things that are working for us, we see programs that have solid tutorials that are based upon small groups and one-to-one supprotive instructional relationships. Another positive factor is those programs that have learning centers (which are the closest thing to individualized approaches to instruction that we have in higher education. In this setting efforts are made to understand the learning problems of youngsters and to directly attack them. In addition we see programs that have targeted their remediation. When I say targeted remediation I am thinking of a program like the one that John Munro has developed down at Miles College in Alabama. He has determined that there are about a thousand words that his kids have difficulty with, and when they have mastered them, they function much better in their college work, thus, a part of this program simply concentrates on helping them to master the meaning of and usage of those particular words. He has also discovered that one of their recurring problems is the inability to differentiate the quality of information. All information is the same; you read in True, Love Story, the New York Times, the Daily News, or your chemistry text or your sociology text. For many of them, if it's written, then it must be fact.

"Munro says that when he is able to teach his youngsters how to distinguish the goodness of information that's available, the kind of evidence that's required to make certain kinds of judgments, they have acquired one of the simple skills that's essential to further progress in college. With his remediation he has targeted that specific aspect of this function which, when corrected, improves the quality of the function. That's it. We need to make a far more serious attack upon the problems of learning disability in adult learners. A rather elaborate field of learning disability has grown up in young kids in the elementary levels, not too much at the secondary levels, but almost nothing at the college and young adult level. In fact, the only people in the country that I know of who have taken this problem of learning disability in adult learners seriously is the military, and they of course have been forced to if they are going to make something of the underdeveloped adults that they have drafted or receive now as volunteers.

"Fifth, we need to develop a far more specific study of and preparation of the design and delivery of instruction in colleges and universities. There can exist, in fact there is, a technology of instruction, and we constantly assert that teaching is a profession, yet for those of us who work at the college or university level almost none of us has any formal preparation for the discharge of instructional responsibilities. These activities certainly carry a strong element of art, and there may always be some aspect of the artistic skill in them, but I contend that there are elements of science that can be brought to bear on this practice and we need to rapidly introduce them.

"Sixth, we will need radical changes in the functional character of higher education. We will have to develop reward systems for a far broader range of talents and experiences. This will take us into drastic curriculum reforms. We will need to move out of the hallowed walls of the institution into the mainstream of society, recognizing that there are many varieties of individual learning patterns and that the range of learnings that we have rewarded in the university may be too narrowly drawn both for the changing purposes of the society and the changing populations of our institutions. We will need to give greater attention to modeling, to experiencing, and to discovery as instructional techniques. I am always conflicted when I talk about this area because most of the time I am standing up exalting people; yet I left the ministry when I recognized the fact that exaltation does not stop sinning. As an educational psychologist, I can tell you that it certainly doesn't improve practice. If we really want to do something about the way people learn and what they're going to do with what they learn, we are going to have to find something other than just talking at them. We've got to reduce the separation between the life of talk and the life of action.

Again, Jean Paul Sartre talks about the changing role of the intellectual and even suggests that intellectuality may be incompatible with social purposes even though it can never be divorced from it. What I am suggesting here is that those of us who have retreated from the action to do our thinking may have retreated so far that we are removed from the realities of the world and our thinking is distorted or limited. I clearly do not believe that one who is forever or constantly in the midst of the action can do much analytic thinking; one does need to retreat from time to time, but maybe there has to be much more active movement in and out of the retreat and the struggle if the true honing of intellect is to be achieved. We will need to dignify native as well as esoteric wisdom. As we move among the people of this world we find that all wisdom does not reside in the professor; there is often far greater wisdom in the minds of people who have never seen the university; we have not yet found ways to honor, to skill, to dignify that wisdon. Clearly we need to reduce the separation among skill, morality, and intellect as well. The concern here is with the values by which our lives are determined, and guided and influenced, the work that we do, the thought that gives meaning to life, these are all one and they must be brought together in one way or another if the considered and fulfilled life is to be lived.

"Finally, opportunity for meaningful participation in the political, economic and social intercourse of the social order must be guaranteed as a right of citizenship. Now, what has this to do with achievement in higher education? Another anthropologist, Ogbu, has reminded us that one of the reasons education may be relatively ineffective for low status persons is their perception of little relationship between the purposes and functions of formal study and the opportunity structure into which they move. He argues that unless a meaningful opportunity for political, economic and social intercourse can be perceived, asking me now to devote my time to the studies or activities that supposedly make that possible is ridiculous since I see little opportunity for such intercourse. Back in the days when we were most concerned with school dropouts, Mike Miller, a social economist, startled us one day when he asked, 'What will happen if we succeed in keeping all these kids in school and we end up with a highly trained population with no jobs to go to?" Ogbu suggested that it may be unrealistic to expect people to seriously engage in the process of learning if the society into which they are to move is one that is stacked against them, that provides little opportunity for their meaningful participation. The effectiveness of what we do in higher education may be tied to the quality of the opportunities for a satisfying life as perceived by our students.

"These are just a few of the needed changes. I am certainly not so naive as to fail to understand that they are in some measure so radical that they are not likely to be immediately embraced. But it is change that is indicated and change which will occur. New members of the higher education community are with us, they will add to the contradictions of the university, they will force the university to change and as new waves of students, traditional and non-traditional, come, new institutions will emerge. The weight of the presence of these students and the quality of our work with them will influence the form that these institutions take.

"I have probably talked too long but I must read just a small passage from another of my favorite mentors, Max Otto. For those who didn't know him, he was Professor of Philosophy at the University of Wisconsin. In a little book which he calls The Human Enterprise, there is a particular section where he's talking about new times and new ideas; the sentiments that he expressed there are a reflection, I think, of the kind of concern that we need to keep in mind as we consider the changing institutions that we have responsibility for. Max wrote: "As I recall similar instances in the past and contemplate what is taking place in our own day, I think of a black oak that I have long admired. It rises seventy or eighty feet into the air, a thing of rugged beauty, every day of the year and every hour of the day. Whether seen in the searching light of noon or in the mellow colors of sunset, whether barely visible as a dim mass on a dripping sultry night or clearly etched against the sky at dawn, -- each recurring presence arouses a fresh sense of the oak tree's greatness as an achievement of life and intimates anew something of that unfathomable mystery that we call nature; that complexity of being into which every living sends its roots.

"But it is not the impressiveness of this oak which just now brings to mind, not its strength or dignity or beauty, it is it's behavior in autumn and winter - if a tree may be said to behave. Unlike the maples and hickories in the same grove, it refuses to give up its leaves. Rains, snows, winds have no effect. The tug of the elements are powerless to bring them down. They change from green to red, then to the color or rustle in the breeze, but they do not release their grip. They linger through the winter as memories of departed days, haunt the mind of a man whom a change of fortune has retired from active life.

"Then comes spring. In March the leaves appear to be thinning out and before April ends, they are gone. What rains and snows and winds, blustering from without, could not do, the quiet prod of life, working from within, does with ease. As the sun climbs higher in the Zodiac and the responsive sap ascends the tree trunk ramifies itself into branches and twigs, the clinging leaves drop away. ('And here is the part I particulary want to share with you') Max says, 'For new leaves do not come because new leaves are coming or to speak more accurately, because the life cycle of the tree turns from sustaining old leaves to developing new ones. It is true of the oak, it is true of the Tree of Life'".

Edmund W. Gordon is Chairman of the Department of Applied Human Development and Guidance, Teachers College, Columbia University and Director of the Institute of Urban and Minority Education - Teachers College and the Educational Testing Service.

PROBLEMS AND PROSPECTS: DIALOGUE

Following Edmund Gordon's "State of the Art" address was a discussion evaluating his recommendations and assessment of educational emphasis as it stands.

Discussion Leaders:

Sister Dorothy Ann Kelly - President, College of New Rochelle

Julius C.C. Edelstein - Vice Chancellor, CUNY
Moses Kock - President, Monroe Community College
Richard Trent - President, Medgar Evers College (CUNY)
Allyn P. Robinson - President, Dowling College
James S. Smoot - Vice Chancellor for Universitywide Services and Special Programs, State University of New York
Robert Young - University Dean for Special Programs, City University of New York
Allan De Giulio -Chief, Bureau of Higher Education Opportunity Programs, State Education Department

Following is the summary of Problems and Prospects -- small group dialogue reactions to Gordon paper:

General Comments

1. Currently, the more experienced educators (including faculty) seem reluctant to participate in Special Programs. Concurrently, some institutions have not moved away from traditional goals and values, while other institutions have accepted Special Programs and are applying non-traditional approaches to their entire student body.

2. There have been changes in attitudes towards evaluation and result oriented data.

3. Often learning centers and special courses have a stigma attached. It seems to be important to get, if not all, remediation's work done in the high schools.

4. New models for testing. Watching and learning could be and needed to be considered. Therefore, classification of students in areas other than ethnic might prove more viable.

5. The likelihood of new approaches occurring seem to be nil due to present old line traditions involving school philosophy, faculty attitudes and fears, and the economic stress of the times.

6. Whether students stay in a program or not may be a good experience for them. Students how other characteristics of growth, not measured by G.P.A.

7. Commissioner Nyquist needs to know that some programs are successful, and the constraints under which programs operate; that staffs strive to improve the life of the student and of the community, to raise the student's self image and help them realize their potential.

Assessment

1. Too much emphasis is placed on SKILLS Training and not enough on Independent Study and Development.

2. There is a need for Special Program Staff Training and the funds to support it.

3. There is a growing need for evaluative data on Special Programs and the institutions which support them. The data should be circulated to Faculty, administrative and other interested groups for impact.

4. Developmental skills staffing is limited and current demands exceed the available pool of experts.

5. In order to demonstrate success of the programs, Special Programs are bound to structure their education to meet current traditional definitions.

6. Traditional teaching styles, curricula, and supportive services do not provide the students with the equipment they need for success and self-fulfillment.

7. Quality should be defined but not by traditional measures, e.g., high graduation, low attrition and respectable averages.

8. Some kind of measure needs to be developed which would indicate that students have gained something from participating in the program.

9. A basic skills diagnostic instrument that is tied to the realities of college-life needs to be developed. The instrument should not be measuring previous achievement, i.e., not a regurgitation of middle class experience.

10. There should be a differentiation between legislative and pedagogical data.

11. There should be targeted remediation for each student group.

12. The programs should be flexible in meeting the needs of all students.

RECOMMENDATIONS:

1. Increased involvement of faculty with Special Programs to create greater understanding.

2. Develop program models which provide faculty with student material that is acceptable under traditional measures.

3. Direct program contact with faculty via program emissary to faculty councils, divisions or developments.

4. Special Program staff should move towards reconciling faculty apprehension about new techniques when they become aware of it.

5. There should be a sharing from the opportunity programs with all of the university systems.

6. Continued efforts to foster educational change through new and alternative models must be made. This should include new staffing patterns, curriculum and admission changes.

7. Postsecondary education must be accessible and available to everyone desiring it. Colleges must hold the responsibility of self-fulfilling direction for the students.

8. Supportive legislation on behalf of postsecondary education for the public and private sector should receive primary consideration.

PART III

LUNCHEON ADDRESS

WILLARD A. GENRICH

AFTERNOON ADDRESS - REGENT WILLARD A. GENRICH

Regent Willard A. Genrich a supporter of the State's opportunity programs offered suggestions as to what steps would catch the attention of the State's decision makers.

"As you know, I am a relatively new Regent and this month, I have been honored and challenged by being appointed as Chairman of the Regents Committee on Higher and Professional Education. I inherit a long record of Regents support for special opportunity programs. I take this opportunity to say that I not only support these programs but will work to further them.

"I believe that now, as never before, we must tell the public about the important accomplishments of the State's higher education opportunity programs. It is a story well worth telling.

"In the late 1960's when the public's fervor for civil rights was near its peak, when public revenues were rising rapidly, and when important new missions were being defined for postsecondary education, public funds were literally pressed upon many of our then reluctant higher institutions to support special opportunity programs.

"Now the times are different. We are an anxious society, fearful about our future, uncertain about our foreign policy, unsure of the course of our economy, and concerned about the impact of rapidly falling birth rates upon our society and our schools. In this age of the anxious society, public concerns shift to problems of unemployment, high taxes, lagging incomes and growth, and retrenched spending patterns.

"It is therefore the time to focus public attention upon our accomplishments, for the higher education opportunity program is one of the few successful "great society" programs that has had a long-term impact on our colleges and on our young people.

"I am optimistic about the people's future support for these programs. My message this noon is clear. We must continue to measure and report on the accomplishments of the programs. This is our responsibility to the coming generation of students.

"This year marks the tenth anniversary of the State's first special opportunity program, which was the College Discovery Program, established at the City University of New York. Until the establishment of this program, students were admitted to the University solely on the basis of their academic achievement, without taking into account their economic circumstances or the quality of the high school to which they were assigned. The proposed College Discovery Program at the time was highly controversial. I am told that the then Board of Higher Education debated for hours the merits of the program; they were reluctant to abandon the long-standing practice of using objective measures as the sole determinant of college admissions. In an initial informal vote, the program was rejected despite the fact that full funding was available through the State.

After adjourning the meeting for two hours, the Board reconvened, adopted the program, and approved the admission of 234 students to the Bronx and Queensborough Community College.

"The event was precedent-shattering. The College Discovery Program broke the barrier that biased admissions policies in favor of higher and middle-income students. Its establishment is linked directly to the first SEEK program opened in 1966; the following year the State University Educational Opportunity Program was offered at my Alma Mater, Buffalo University, subsequent to that was the State's first HEOP program. These programs, in turn, were major factors in the establishment in 1969 for "open admissions" for CUNY and the companion State University Full Opportunity Program adopted in 1970.

"Today, over 33 thousand students are supported in the State's 150 opportunity programs. Special supplemental aid alone amounted to $35 million and another $70 million provide regular operating funds to finance the State's opportunity students.

"No other State in this country has shown a commitment of this magnitude. Among our neighbors: Massachusetts has no similar program; Connecticut allocates less than $300,000 for special opportunity programs; Ohio and Pennsylvania spend $2½ million each and New Jersey $16 million. California, with a population larger than ours and with a sizable number of disadvantaged youth, a State that spends slightly more on higher education than does New York, allocates only half as much as our State does in support of special opportunity programs.

"I am proud also of the State's 33 thousand opportunity students, who despite the doubly disabling effects of economic poverty and education deprivation, demonstrated high motivation for, and successful achievement in their collegiate studies. Our opportunity students as a group have a better record of college persistence and success than the entire student population of many states. They justify our State's investment in them.

"The public sometimes regard the Regents as a tradition board, but I want to point out that the Regents, as early as 1968, placed a high priority on special opportunity programs.

"In our 1968 Plan, the Regents stated that '...minority groups are over-represented among the population which meet poverty criteria and... under-represented throughout higher educational institutions in the State.' That document went on to identify and commend the then uncoordinated efforts under way around the State, at public and private campuses, to offer special opportunities. They called on all institutions "to intensify their...efforts...to expand their educational opportunity programs.' To further those ends, the Regents called on the Legislature to 'provide direct grants to enable institutions to admit increased numbers of opportunity students and to extend the services necessary so that they may succeed in higher education.'

"As a footnote to history, I mention that that document of 1968 also expressed the belief that after 1975 (now) there would be a decrease each succeeding year in the percentage of the population requiring special programs. The Statewide Plan contemplated that ...'the youth graduating (high school) will include students who have been receiving special educational attention for almost ten years.' I am sorry to say that, unfortunately, our elementary and secondary schools have not been able to meet that goal -- serious problems still exist in our schools, and it now appears we will be needing the collegiate programs for quite a while yet.

"In any case, during the subsequent two years, from 1968 to 1970, the foundations were laid for the current structure -- a large State commitment to postsecondary educational opportunity was made. This was made possible by the commitment of two governors and both Democratic and Republican Legislatures to a system of 'full opportunity' which opened up the postsecondary system to 'all persons with the desire and capacity for higher education.'

"I should not pass over the history of those years, too, without acknowledging the strong support for those programs by the former Senate Majority Leader, Earl Brydges, who recently passed away, as well as members of past and present State legislatures who have been especially helpful in the cause of equal educational opportunity.

"The current position of the Regents is clear: we support and encourage the growth of EOP, HEOP, SEEK and College Discovery as they continue to provide avenues of access to those who in the past have been excluded from higher education. The most recent Regents Position Paper on the subject states that, 'We assume that persons of the various ethnic and racial groups in our society aspire to and are capable of obtaining all the various levels of educational achievement in approximately the same proportions.' As long as there continue to be barriers to the achievement of this goal, opportunity programs will be among the Regents' top priorities. I repeat this as I am personally committed to it.

"The quality of our programs has improved as these programs have grown. Program graduates with two and four-year degrees now number in thousands. Perhaps most strikingly, as is stated in our 1974 Progress Report, Postsecondary Education in Transition, there were 16½ percent in the fall of 1973, full-time freshmen in the State who were minorities. Thus minority group members are beginning to participate in higher education in a proportion higher than they are represented in the overall college-age population of our State.

"This trend reflects one of the major impacts the special opportunity programs have had -- that of opening access to higher education to all. College Discovery and SEEK were the forerunners of Open Admissions, proving that it was possible to develop academic techniques for handling the needs of students previously unserved by the colleges of the City University. Currently, the opportunity programs are continuing to blaze an experimental trail developing models for serving such groups as older full-time students, prison inmates, and persons whose native language is not English. Along these lines, I might mention such services for new populations as New York City Community College's Educational Opportunity Center. The opportunity programs have the unique flexibility and sensitivity necessary to seek out and serve such persons in programs especially suited to their needs.

"But, in spite of the current success picture, much remains to be done if these programs are to completely fulfill their promise. The College Discovery Program, which predated all the others, now lags behind in terms of State support; we encourage such support, coupled with a new, clear definition of its role as an experimental model for serving Open Admissions. The upstate community colleges with EOP programs still have not been provided the wherewithal to mount the kinds of supportive services we all know to be so effective for the disadvantaged student. SUNY's State-operated campuses have once again been denied funding for vitally needed pre-freshman summer programs. HEOP in the private sector has been held to the same student numbers for three long successive years, although growth has continued in the public sector. Surely all of our institutions should be enabled to expand their efforts if quality of opportunity is to mean that no student should be denied access to any of our colleges and universities on the basis of ethnicity or financial status.

"Full articulation among the programs has not yet been achieved; this must be a high priority for all of you if we are to arrive at the co-ordinated approach envisioned in the enabling legislation. I believe that conferences such as this can be extremely helpful in moving towards that goal. With program eligibility criteria now nearly universal in all the sectors, I hope we shall soon see easy transferability for students to wherever their academic needs and abilities will be best served. In this regard we applaud SEEK's initiation of action to allow in-transfers from other opportunity programs, and hope that there is a favorable resolution at an early date, so that all of our students will have access to all of our programs.

"Finally, in this time of tight money (and when the fervor of the sixties is nearly forgotten) the message of the real success of these programs must be gotten across to political and educational decision-makers, in terms they understand and can be responsive to.

"The State's financial situation is bleak and the short-term outlook is not good. The budget just passed by the Legislature is not adequately funded and we face the prospect of tight expenditure ceilings. The outlook for the next year is bleaker still, and priorities other than education -- in health, in services for the elderly and in social service programs must also be met. Large increases in State funding for any major program will be hard to come by. We have better expectations for an expanded Federal role.

"The Regents have been an important influence in pressing Congress for full funding of the Basic Opportunity Grant Program, a program that directs Federal funds for support of low-income college-going students. Last week, I joined other Regents with the New York State Congressional delegation to secure their support for our Federal Legislative program. That program calls for substantially improved funding of basic opportunity grants and for other kinds of assistance for the disadvantaged. I am hopeful for increases in Federal support. But it is our responsibility -- yours and mine -- to make the case for maintaining and increasing State support for special opportunity programs. Let me briefly list some steps we can take.

"1. We must tell the taxpaying public the story of the academic success of our efforts. The staff of our department, under Allan De Giulio's leadership, has just completed a study that clearly demonstrates the effectiveness of the Higher Education Opportunity Program in increasing student performance in our colleges. Similar, statistically sound studies should be undertaken for every program in the State. The results should be reported in the local press and statewide.

"2. Our programs are cost effective. There are comparatively few college graduates on welfare and they are a negligible portion of our inmate population, regardless of recent White House activity. It costs less to support a student in college than it does to support an inmate in prison or a person on welfare. In these periods of unemployment, a college education does not guarantee a job, but it sure helps to find one.

"3. Opportunity programs will raise the level of our society in which we and our children will live for many years to come. We can point to increases in minority representation in graduate school, employment in higher levels of salaries, and increases in minority representation in high status professions as directly attributable to these programs.

"4. Our story must be told. A measure of the maturity of these programs will be an increase in publications dealing with these issues. The record is a remarkable one -- it represents the greatest innovation ever seen in higher education, one which, as we move to our bi-centennial year, embodies the best of the American ideals of democracy and equality. These programs are living evidence that we still believe that all men are created equal and are entitled to equal opportunity.

"For myself, and for the Board of Regents, congratulations on your past accomplishments. Please count us among your friends as you face the challenges in the days ahead. We shall continue to share them with you.

"Thank you for allowing me to share these thoughts with you. I am proud to be associated with you in this most important aspect of our higher education program."

Willard A. Genrich is the Chairman of the Regents Committee on Higher and Professional Education.

PART IV

HIGHER EDUCATION AND THE DISADVANTAGED: THE CHANGING CLIMATE AND DIMENSIONS OF SPEED

PERSPECTIVES OF

The City University -- Robert J. Kibbee

The Independent Private University -- Robert J. Payton

The State University-- James F. Kelly

HIGHER EDUCATION AND THE DISADVANTAGED: THE CHANGING CLIMATE AND DIMENSIONS OF NEED

Dr. Robert Kibbee, Chancellor of City University of New York provided description of the effect of poverty and its relationship to the attainment of higher education.

"Ladies and Gentlemen:

"The general assignment I have been given is to discuss what I perceive to be the changing dimension of "need" within the context of the City University of New York and its students. I have assumed that we are concerned at this moment not so much about the logistical problems growing out of the deepening economic malaise as we are about the more pervasive and fundamental problems that flow from the changing composition of our student bodies and how need must be interpreted in the context of their experience. It might also be useful and important for us to consider the concept of need within the context of national, state, and local policy.

"We can agree rather quickly on the effects of the recession on the general problem. A deteriorating economy and the concomitant expansion of the cohort of unemployed has expanded the number of students who seek financial aid. At the same time double-digit inflation has driven up the costs of attending college, putting students who formerly met their financial needs out of their own resources into the pool of those who require some assistance. Concurrently, the gap between resources and needs has grown for those already receiving financial assistance. Perhaps less understood is the effect on low cost institutions such as the City University. There is evidence that some significant percentage of those forced out of the labor force by the recession have sought to enhance their economic viability through additional education. Last September, for example, one quarter of the entering class of full-time freshmen at CUNY had graduated from high school prior to the previous June and 12 percent of our freshmen were over 25 years of age. Initial indications are that these same characteristics will obtain in the class entering next September.

"But these are considerations that we must perceive as temporary aberrations in a long-term trend. There are, I believe, more fundamental questions which must be posed and answered.

"Over the past decade governments at all levels, as well as the universities themselves, have developed a series of programs designed to enable large and deprived elements of our population to participate more fully in one of the principal advantages of American society -- a college education.

"In the early days of this effort not much thought was given to the nature of the real need of those who were now to enter the campus gates in ever-increasing numbers. It was recognized that poverty represented a massive hurdle for a segment of our society and that without a major commitment of funds from many sources the mere act of admission would be a hollow gesture. But this was a superficial and inadequate concept of "need" drawn from our own experience and not from the experience of the young people who came to us. I think it is important to say something about what we have learned for what I hope we have learned over the past ten years.

"I believe we have or should have learned something about poverty as it is reflected in the lives of those who are the most economically deprived. It is not a matter of being a little short of cash, it is not the absence of an ability to own a home, or a car, or be well clothed or well fed. It is rather a condition of existence, a condition that permeates everything one does, everything one feels, it is the problem of survival, of living one day at a time without expectations, without promise, even without hope. It is a grinding, debilitating and dehumanizing experience which colors deeply how one acts, what one believes, and how one feels. For the young man and woman to whom we often provide what we believe to be assistance commensurate with their needs it is not only a question of can they function on what is offered, but whether or not their families can function on what they will be denied. As we realize more fully the nature of this level of poverty, we become more conscious of the meaning of such terms as negative income and foregone income. To those who must deal with the problem directly, these are not words in an economic glossary but imperative questions as to how one's family will survive if they are denied the income which attendance at college precludes.

"We have also learned that the experience of poverty has taken its toll in other arenas. We have learned that economic disadvantage and educational disadvantage are opposite sides of the same coin. We have learned that educational disadvantage is not measured accurately by poor grades or limited academic achievements. It is something much deeper, more pervasive, and more damaging than one's high school grade average. It is, in fact, a totality of educational experience that begins in the home, expands to the schools, to the teachers, and to the quality of life one lives. It is an intricate composite of environment, motivation, concepts of self-worth, and realistic aspirations that are molded by an unrelieved life of poverty and the unrelieved experience of discrimination. For example, I would not consider as educationally disadvantaged a "C" level student from a strong academic high school. Conversely, I may very well consider as educationally disadvantaged a strong "B" student from a weak general high school.

"The corollary to this observation is that for those truly disadvantaged, financial assistance to the student does not by itself meet the real need. When we are dealing with young people whose scars are deep and have been inflicted not only by poverty itself but by the bitter fruits of a poverty that has become a way of life and which has shaped the environment in many ways, the need is greater than for financial assistance. It is for the kinds of help and support that can repair the damage that has been done.

"The programs of SEEK and College Discovery at the City University and the Higher Education Opportunity Programs elsewhere have been developed on this broader concept of 'need.' They are concerned with much more than the student's ability to meet direct college expenses and speak to the need for the academic and personal support the truly disadvantaged bring with them.

"If we accept this broader concept of need we are faced with even more difficult dilemmas which may be stated in the following manner.

"Access to higher education over the years has been restricted largely to those who could afford to pay for it and to those judged capable of profiting from it. The first restriction varies, of course, with the cost to the student and his family and the level of their resources. We recognize that where the costs at one institution might preclude a student from attending, he or she might well be able to attend another institution of lesser cost. History is also replete with the stories of impecunious students who worked their way through college performing a wide variety of jobs. But essentially the opportunities for higher education have been denied to the poor with minor exceptions.

"The application of the criteria of academic potential has also varied from institution to institution and within the same institutions over time. As a general principle, I would propose that the level of potential found to be acceptable is positively related to the ratio between the number of places available and the number of candidates seeking them. As the pool of potential candidates increases the choice of or students decreases and the choice for institutions increases.

"The application of these criteria had, as well as other less relevant considerations through the long history of higher education, served to exclude rather systematically large segments of our population. Even at my own institution in times when enrollments were carefully limited by available facilities and funds, less than 5 percent of the student population in the university's four-year institutions was black and a much smaller percentage was Puerto Rican. These percentages were in no way related to the percentage of Blacks and Puerto Ricans in the public schools or, for that matter, of the graduates of the public schools.

"There was a relationship, however, which had at that time not yet been demonstrated -- a strong positive correlation between poverty, ethnicity and educational disadvantage. Clearly if one admitted students on the basis of academic achievement gauged at a high level, the poor and the minority population which was substantially the same would be automatically excluded. If the poor were excluded then the minority population and those suffering educational disadvantage were also excluded since, once again, they were largely the same populations.

"It was this realization, forcefully brought to the attention of the university and to the political elements of the State and city in the waning years of the last decade, that triggered our policy of open admissions.

"We have discovered, however, that the open door is not a guarantee of access even at a free tuition institution. By federal standards the subsistance costs of attending the City University exceed $1,400 per year for the unemancipated student. We have also discovered that for a significant portion of our potential students this is an impossible economic hurdle. Thus, aside from the intimate relationship between poverty and educational disadvantage which presents a new dimension to the problem of need, the sheer problem of access to opportunity remains a monumental economic problem.

"Despite the efforts that have been made over the past decade, we must remain conscious of the distance still to be travelled. Steve Bailey of the American Council on Education and a former distinguished Regent recently presented some startling statistics to the Congress. He testified that if the same percentage of women as men attended college and the same percentage of Blacks as whites, and the same percentage of the poor as the affluent, enrollment in higher education institutions would be some six million greater than it is today.

"Gradually we have come as a nation and as a State to the realization that there can be no realization of opportunity without access and we have moved to create that access through a variety of efforts. At the State level a system of community colleges has been developed to provide low cost educational opportunities in local communities at least through the first two postsecondary years. The State University has been significantly expanded to both complement the community college system and to provide low-cost opportunities to students to continue their education through the Baccalaureate. The City University, always a tuition-free institution, opened its doors to all high school graduates -- and the percentage of high school graduates in the city going on to college jumped by 40 percent. A program of tuition assistance grants of significant proportion has grown out of a more modest scholar incentive program to expand to some degree the element of choice for low and middle income students. At the federal level modest programs of opportunity grants, work-study funds and direct student loans has grown to include basic opportunity grants that are gradually becoming entitlements.

"Clearly the State and federal governments have moved more firmly and clearly toward the implementation of a public policy that guarantees access to higher education to all who seek it.

"Their efforts, however, have been predicated largely on a view of poverty that has a limited economic dimension. I have tried to suggest that poverty for many of our citizens is more than an absence of money. It is rather a way of life and carries with it an array of psychological, emotional, and educational scars that cannot be obliterated by funds to cover tuition.

"With these considerations in mind it seems clear to me that we have solved only the easiest part of the total problem. Those still absent from the colleges are in large part those whose needs transcend the cost of tuition. They are the most deprived whose real needs can be met only through a combination of fiscal and educational supports that address the reality of their problem.

"Beyond that is the matter of choice -- the expansion of financial assistance to reduce the gap between low cost and high cost institutions. Here at best we have barely held our own at a modest level.

"We face this large expanse of unfinished business at a time when the public enthusiasm for higher education is depressed and when the financial resources available are shrinking. These are times when canabalistic instincts surface in the most rational among us. Optimism is hard to find so we are left only with determination and commitment. Yet this has always been the lot of those who fight for justice and fairness in our society. There is no time to relax. The futures of too many depend on how clearly we keep in mind what must be done and how tenaciously we pursue our vision."

James F. Kelly, Executive Vice Chancellor of State University of New York pointed out the need for and effective evaluation system. More attention, he feels, should be placed on tailoring the program for the student.

Mr. Kelly commented that the higher education system is not an elite system. In this framework, higher education opportunity programs still are not totally accepted. These programs are on the periphera of the higher education system. He further commented that although a lot has been learned since the beginning of opportunity programs, there still is not enough knowledge to take the next step. That is to say that the existing evaluations are not enough. Evaluations should tell us what is wrong, according to Mr. Kelly. They should go beyond evaluating students' success and look at the administrative facility. Mr. Kelly feels that such questions as, "Have programs been set up successfully and are facilities arranged for the benefit of students and teachers to aid in the learning processes?" should be asked. An evaluation study of how the system has been structured and organized is needed, according to Mr. Kelly. This study should suggest how to integrate all the reporting and master plans into one document. Mr. Kelly raised the question about whether or not there is in the accumulated knowledge and data the information on how to tailor programs to particular students. He further asked, "Do we keep in mind that we are dealing with human beings and not just numbers?" In the evaluation process, we, perhaps, have gotten carried away with looking instead of evaluating the method of delivering the educational services and learning the method of tailoring a program for a particular student was another thought expressed by Mr. Kelly. Mr. Kelly felt that the participants at the conference have the greatest opportunity to break the cycle of poverty and this is his challenge to all people involved in educational opportunity programs.

Robert L. Payton, President of Hofstra University observed that a number of minority students suffer because they don't meet HEOP eligibility but still maintain a need. He also noted a difference in State support of HEOP and other programs and went on to suggest some steps which would aid the institutions and the administration of HEOP.

"Independent colleges have been concerned with providing educational access and opportunity to students from disadvantaged and minority backgrounds for many years.

"New York University began a special program in the early 1960's using its own resources and outside funding. Hofstra began the NOAH Program in 1964, 5 years prior to the establishment of the state HEOP. It is not news to anyone in this room that the independent colleges provide significant matching funding for students enrolled in the HEOP programs. This support is a tangible sign of the institutions commitment and their willingness to assume the social obligations to improve conditions in our society.

"While this effort is a reflection of commitment on the part of the institutions involved in a particular sense, it is a source of concern as collectively these institutions are pressed financially by inflation and other economic problems that threaten their ability to maintain present levels of funding for HEOP students.

"The record of success that the HEOP programs have achieved is well documented by the State Education Department. It would be unwise to assume that the achievement of these programs is fully understood either among the public officials who must annually appropriate funds for HEOP students or among the faculties, administrators, and other students at your various campuses. In a time of institutional and economic stress, there are many well meaning people on campus who may think other priorities should take precedence over the institution's commitment to its HEOP program. A failure to communicate effectively what you have achieved and how your program relates to the institution as a whole could be fatal to your program. This is part of your responsibility, you must do it well.

"The natural reluctance of these institutions to rely upon Albany to fund HEOP on a year-to-year basis has tended to create real administrative problems for you who must work with the students and your institutions. To achieve a sense of permanence in regard to HEOP is important to maintaining morale and confidence that the good work that has been done in the past will be continued in the future. We know that the HEOP programs have not always been as successful as we would want them to be. As with most efforts of this type it is difficult to establish such a program and to develop the trained personnel and understanding among faculty and administrators that is so essential to achieving good results.

"An example of this is our own NOAH program at Hofstra, where in its first five years a little over 40% of the students completed the program successfully; with the addition of supportive services and other special efforts with which you are all familiar. The retention completion ratio has increased over 70% of those enrolled. The grade point average' of the HEOP students is significantly higher than similar students who were enrolled in the mid-60's.

"Of equal importance we think is the fact that the attrition for 73-74 at Hofstra among HEOP students was substantially less than the attrition among all other students enrolled in the University. This fact contains both good and bad news. The good news is that the HEOP students with the joint financial support from institutional, state and federal sources and the efforts of the academic counselors and administrators of HEOP are making it.

"The bad news is that the students from minority groups who are not eligible for the HEOP programs are finding it increasingly difficult to maintain their enrollment at independent colleges where rising costs must be passed on to the students in the form of higher tuition charges. Many of the students who have to leave prior to graduation do so because of financial reasons. Just as in most other areas of economic life the reality is that the minority students and their families tend to experience more economic hardship even though they may not be eligible for HEOP funds.

"It is distressing to note that the state support for HEOP students on the average is less than it is to students from similar programs who are enrolled in the EOP or SEEK programs, particularly in light of the fact that the institutional charges at the independent colleges for tuition and fees and room and board are substantially higher than that in the public institutions.

"I am certain for most of you in this room this is one of the most vexing problems that you have to face on a day by day basis. Your students are often forced to borrow money and seek jobs. The additional pressure that is placed upon the student as a result of these necessary steps may be a deterent to academic progress and in some cases a decisive factor in whether they succeed or fail.

"There are some specific suggestions I would make in this regard that I believe would be helpful both to the institutions and to those who are directly involved with the management and supervision of HEOP.

"1. The institution should assess its commitment and the goal of HEOP program as it relates to the overall objectives of the institution. If it is determined that the institutions involvement with HEOP students is part of the overall objectives of that institution, this declaration should be made in a simple and straightforward manner. The permanent status of the program should be recognized by a joint appointment of the HEOP administrators as it would be on a comparable basis for faculty or other comparable administrative positions.

"2. The State Education Department through the Regents should clearly and specificially reaffirm its permanent commitment to the maintenance of these programs to be sustained by annual appropriations from the legislature on a long-term basis. If possible, contracts should be executed between the institution and the state similar to the contracts that exist for the contract colleges at Cornell, Alfred and Syracuse.

"Hopefully, this would remove much of the economic uncertainty that seems to develop in regard to HOEP, The state has a financial crisis or some other problem arises in regard to students enrolled in programs for the educationally and economically disadvantaged.

"3. Also, I would urge that you who are the directors of your programs coordinate as closely as possible with your admissions officers and key faculty personnel to achieve as much as possible a smooth working relationship that would enhance their understanding of your programs and the needs of your students and at the same time help your individual programs to play a significant and meaningful role in implementing the overall goals of your institution.

"Practically every independent institution in the State of New York is concerned about the future. All of us are well aware of the demographic information that has been provided by the State Education Department that demonstrates there will be sharp decline of the number of high school graduates in the next few years that will continue until 1990.

"Facing these problems it is of the utmost importance that every institution that has a HEOP program provides for these schools to serve a new constituency that may not have been too great in past years but could become increasingly significant in the not too distant future.

"If this is to happen it will require greater effort and involvement on the part of all of us for we cannot allow ourselves to use the HEOP programs merely to offset declining enrollments and not effectively carrying out the mission of helping these students to get a good education and prepare for productive role in society which is the primary purpose of all of these programs and indeed the basic mission of the independent colleges in the State of New York.

"It will be much more difficult to achieve what I have said than it has been to say it.

"I believe this is where it's at. I wish you well in your endeavors."

Robert Payton is also Chairman of the Public Affairs Committee of the Commission of Independent Colleges and Universities.

PART V

CONCURRENT WORKSHOPS

A. ECOLOGY OF PROGRAM SUCCESS AND FAILURE

Moderator - Edmund W. Gordon
Panelists - Henry Richards, Malcolm Robinson, Russell Wise
Recorder - Marguerite Brown, HEOP Director, New York Institute of Tech., Old Westbury

B. NEW ACADEMIC PROGRAMS AND THE NON-TRADITIONAL STUDENT

Moderator - Alvin P. Lierheimer
Panelists - Nancy Bunch, Kevin Donohue, Francis Macy, Donald Nolan
Recorder - Lawrence D. Martel, Director, HEOP, University College of Syracuse

C. RESEARCH AND EVALUATION IN AN AGE OF ACCOUNTABILITY

Moderator - Yvonne Tormes
Panelists - George Blair, A.J. Franklin, Louis Hoffman
Recorder - Marcia Warrington

D. PRINCIPLES AND PRACTICES OF SOUND PROGRAM ADMINISTRATION

Moderator - Albert Berrian
Panelists - Lee Brown, Neil Kleinman, Ramon Rodriguez
Recorder - Chris Johnson, Doris St. Clair

Session 5A

ECOLOGY OF PROGRAM SUCCESS AND FAILURE

A - Ecology of Program Success and Failure

Moderator - Edmund W. Gordon, Teachers College

Panelists - Henry Richards, ssistant Vice President for Academic
Affairs, State University Center at Buffalo

Malcolm Robinson, SEEK Director, City College of New York

Russell Wise, HEOP Director, The Junior College of Albany

Recorder - Marguerite Brown, HEOP Director, New York Institute of Technology,
Old Westbury

Workshop A

Ecology of Program Success and Failure

SUMMARY

With increased access to post-secondary institutions for the victims of racism and educational disfranchisement has come the problem of adjusting the student and institution to the expectations and perspective of each. The task has been complicated by the reactions of conservative, traditionalist faculty who have viewed the increase of minorities as a lessening of the power of the faculty, and who have viewed the increase of minorities as a lessening in the quality of their institutions (generally ascertained from SAT scores). Whether one views higher educational institutions as having a moral responsibiility to non-traditional students or not, the truth of the matter is that the failure of society to provide adequate opportunity for all to acquire the requisite skills for meaningful lives and optimum alternatives for their progeny, has forced a first aid approach on the part of these institutions. Obviously, the many historical variables operating to frustrate raciAl minorities in actualizing their intellectual potential have not been of their making, and as artificial as the concept of race is, unfortunatdy, many of the prescriptions for rectitude must begin with mechanisms, which during the interim, shall have to be designed to overcome the relative disadvantage that the non-traditional student brings with him.

The challenge to higher education is to recognize the dilemma, its origins, and the requisite prescriptions and to alter the institutional perspective in accordance with these national needs. Higher education institutions have historically adapted themselves to changes in national needs, e.g., ROTC programs initiated in World War II, and science needs in the late 1950's. They should not allow the racist traditions of this society to operate against their meeting the very real human needs of the nation today.

Moderator - Edmund W. Gordon, Teachers College

Panelists - Henry Richards, Assistant Vice President for Academic Affairs, State University Center at Buffalo

Malcolm Robinson, SEEK Director, City College of New York
Russell Wise, HEOP Director, the Junior College of Albany

Recorder - Marguerite Brown, HEOP Director, New York Institute of Technology, Old Westbury

WORKSHOP B

NEW ACADEMIC PROGRAMS AND THE NON-TRADITIONAL STUDENT

The Workshop session on "New Academic Programs and the Non-Traditional Student" was attended by approximately forty people, representing a mix of both private and public institutions. Few people left or entered the session after it began and there was a general atmosphere of attentiveness and interest in each of the four presentations. The moderator, Associate Commissioner Lierheimer encouraged questions and discussion after each presentation was made. The order of discussion followed the program agenda:

1. Ms. Nancy Bunch, Associate Professor of Human Services,
   Empire State College
2. Mr. Kevin Donohue, Project Director, HEOP, Marist College,
   Greenhaven Correctional Facility
3. Mr. Francis Macy, Director, Regional Learning Service
4. Mr. Donald J. Nolan, Coordinator of Academic Programs,
   State Education Department

No formal papers or statements were made and the general procedure followed a rather informal, relaxed conversational manner. Despite the general informality, the reaction of the participants clearly indicated that a thorough presentation was made by each member of the panel within the ten minute time limit set by the moderator.

The session presented very different sorts of programs, ranging from degrees by examination to degree programs for ex-offenders. Although different, each of the four innovative programs held the following commonalities:

1. Students who have not proceeded up the higher education ladder in a sequential order, i.e., drop-outs, inmates, veterans.
2. Programs designed to meet each student on his own terms, i.e., educationally economically, geographically and personally.
3. None of the "clients" served by the programs have a terminal degree.
4. Innovations in the process or mode of gaining access to the higher educational system.
5. None are non-traditional new degree programs or new academic degrees. New academic degrees, curricula, and programs are sorely in need of research and development.

The following are summaries of the presentations made by the panelists, after which are those questions directed to the particular panelist by the members of the audience.

Ms. Nancy Bunch, Empire State College

Empire State College boasts an innovative student-oriented program geared to allow the student to design his/her own "learning contract;" a situation where the student chooses his own mode and rate of learning. The student sets forth his own educational requirements and curriculum, makes his own alterations in program and participates in his own evaluation. The "learning contract" system does not give much opportunity for peer support due to the individualization of the program but the students can share goals and interests, etc.

The Empire State College program is serving some educationally and economically disadvantaged persons, although the program was not designed solely for them. Ms. Bunch stated their interest in bringing on faculty who are trained to work especially with this type of student. Most of the students at Empire State have good academic skills but dropped out of college after two years or are persons who attained the college level in "Life Experience." This college presupposes a great deal of academic self-reliance on the part of the student.

Ms. Bunch was then asked by a member of the audience to discuss the flexibility of the program at Empire State in terms of the effect of new information on the students, themselves.

Ms. Bunch replied that it often is a question of what the student is claiming he has learned. Because the student's evaluation is a highly personal and individualized process, each student is evaluated completely different. A student may claim he has functioned at a higher level due to his previous meditation. After an interview with him, the philosophy instructors may feel that this claim is valid, thus showing that their interpretation of the student's evaluation is completely open and often giving the student the benefit of the doubt. Again, the point was stressed that this program provides virtually no supportive services at this time and therefore does enroll the poor but usually educationally capable students.

Mr. Kevin Donohue, Marist College

Marist College/Greenhaven Program is a maximum security prison which offers inmates the opportunity to attain a college degree while serving their term. Mr. Donohue described the typical inmate as a 28 year old Black male, from a large urban area. Usually the inmate is serving his second term prison, with two years until his "conditional release date." He is generally a high school drop-out, having completed the 10th grade. He is married in most cases but due to his previous prison sentences, has become alienated from his family. Because the inmate spends 18 hours of each day in his cell, he is very well read. He will receive his high school diploma while incarcerated and is primarily concerned with the behavioral and social sciences - in particular, sociology, psychology and economics.

The educational process at Marist/Greenhaven has three phases: the first phase is called the In-facility stage. Initially, the student is matriculated, his academic deficiencies are defined, he is tutored in his weak areas and is enrolled in developmental or remedial college courses. Second is the Transitional stage. This is the period when the inmate is approaching probation or release. He is indoctrinated with what to expect on a college campus and is counseled to clarify his academic objectives (e.g., at what academic institution to continue his education). He may then be transferred to a minimum security prison where he might commute to a college campus daily and return to prison at night. The third stage is the Stabilization. This is the period of time during which the inmate accustoms himself to spending more time on campus, returning to prison only on weekends (Mr. Donohue mentioned that problems arise here because many inmates resent returning to prison for the weekend when their new acquaintances outside the prison enjoy freedom). Because the change from prison to college campus is traumatic in many cases, the program provides counselors in this last stage, who also arrange the inmates' financial aid package.

Among the questions presented to Mr. Donohue by the audience were:

Question: At the early stages of the educational process, who assumes the cost?

Response: Mr. Donohue replies that the cost is assumed by Marist College and HEOP.

Question: Is Marist the only educational institution in Greenhaven and if not, how do you work with other institutions?

Response: Dutchess Community College is located in Greenhaven and the two facilities mutually serve students with the mutual transfer of credits. Dutchess is currently phasing out their program.

Question: From where does the staff at Marist come, what criteria is established to decide what students will be admitted to the program and what is the recidivism rate?

Response: The staff comes primarily from the greater New York City metropolitan area so that relating to the inmates who come primarily from large urban areas will be facilitated. The criteria used to admit students is the HEOP criteria. Since there is only limited funding, screening during the initial interviews to determine the inmate's objective and motivation is important.

Question: Are there any programs for women:

Response: Yes, the Bedford Correctional Institution. However, the school is not presently operating. Mr. Donohue said that Marist College wants to establish a co-educational community college. He also made the point that very few women get degrees while in prison because the populations fluctuate due to the generally shorter terms, and there are fewer opportunities for women to attend school while in prison. Commissioner Lierhiemer informed the workshop that CUNY, SUNY, SED, Department of Correctional Services and Independent Colleges have formed a Statewide Advisory Council on Post-secondary Inmate Education.

Mr. Francis Macy, Regional Learning Service

Mr. Macy feels that the major barriers preventing the re-entry of disadvantaged and "drop-outs" back into society are not educational but rather a matter of proper information and direction. Citing Thomas Childers, "the disadvantaged don't know which information channels or what programs exist to meet their needs," Mr. Macy stated that we need to know more information on the habits of the disadvantaged in order to channel them through the proper sources. From his observations and research, Mr. Macy said that the disadvantaged are locked into a deficient information system, that they lean on formal channels of information only when other information channels prove to be wrong and that generally the disadvantaged rarely read either books or magazines. He stated that the standard University literature is either inappropriate, unreadable or irrelevant to the disadvantaged person and, as this literature is a primary source of information and widely used in high schools, it should be changed to meet the literacy levels of the disadvantaged. Finally, of those persons who have dropped out, 55% of the drop-outs are due to family responsibilities, 24% due to academic problems and 21% due to financial problems.

Question: Mr. Macy was asked how the Regional Learning Service reaches out to the Native American Community in Syracuse.

Response: Due to the high drop-out rate of Native Americans in high schools, the chief concern of the tribal elders is the attainment of the high school diploma, rather than the college degree at this time.

Mr. Donald J. Nolan, Regents External Degree

The Regents External Degree Program is based on the concept that college isn't the only route to higher education. The Regents External Degree Program is unique in that it has awarded 70,000 credits State-wide. In addition, since 1972 it has enrolled 9,000 people in the United States and has currently graduated 2,300 students with Associate of Arts and Bachelor of Arts degrees. Yet, it is the only program with no teachers and no campus. This is an examining program with limited supportive services. However, the student's program of study must be evaluated and the Regents Board will accept both college and military credits. Mr. Nolan stated that 70% of the students have previously attended a college, 60% being male, and 40% female. There are currently 200 students enrolled while in correctional facilities with 10 graduates to date. The average age of the Regents External Degree student is 37. The program is available to nearly everyone since it is a low-cost program: there is a $50 entry fee, $10 graduation fee and $25 additional fee each year after entry. As an aside, the entry fee is waived for students enrolled in EOP, SEEK and HEOP programs. There are 200 volunteers who function as resources for information.

A question from the workshop audience was then addressed to all of the panelists:

> "Each of the programs are unique. But they are common in that each is innovative in creating new modes or access to non-traditional students. However, are you working on innovative content, new academic degrees or new academic programs?"

Ms. Nancy Bunch:

The shift in our program is toward delivery and content. Each student designs his own degree program which falls within the guidelines of SUNY, but the interpretation is flexible. The components that comprise the individual's degree are not defined, but rather, the degree specifications depend on what the student wants to learn and what competencies and experiences he brings with him. The major concern is that college level competence and achievement is demonstrated.

Mr. Donald Nolan:

The examinations of the degree program are of the same content as campuses in the State.

Mr. Kevin Donohue:

The content of our program is the same as on a college campus and there is a problem with innovation in the prison. The prisoners want to be assured that the college degree they receive is exactly the same as if they were in regular university, otherwise, they feel they are being cheated.

Mr. Francis Macy:

The Regional Learning Service is designed solely to achieve a better "match" between the learner and the opportunities available to him. The Regional Learning Service helps to connect people to the institution or agency that can meet the specific needs and desired to help them.

WORKSHOP C

RESEARCH AND EVALUATION IN AN AGE OF ACCOUNTABILITY

This workshop entitled Research and Evaluation in an Age of Accountability concerned itself with answering questions about present research and evaluation. The panelists all deeply involved in the field offered new ideas for future methods of evaluation.

Moderator - Yvonne Tormes, University Administrator, College Discovery Program

Panelists - George Blair, Director, Manhattan Educational Opportunity Center

A. J. Franklin, Research Associate in the Institute of Comprehensive Human Development, Rockefeller University and Adjunct Associate Professor, Teachers College, Columbia University

Louis Hoffman, Director of Research, SEEK (CUNY)

Recorder - Marcia Warrington, Director, HEOP Manhattanville College

A. J. Franklin began the presentations by posing the question, "Why should there be research in Opportunity Programs and what course should it take?" He stated that we find the non-traditional program being evaluated by the traditional evaluator. We find research and development being expected even though it is not really funded; and programs must skim off their budgets in order to do so.

Mr. Franklin explained that there is a simple answer as to why there should be research. Non-traditional programs are operating within a traditional situation. Programs often have had to send their own people to give intuitive information, not hard research material. Research, development and evaluation data would provide for quality control and would give support to suggestions for continuance or deletion of program operations. However, the course to be taken in Opportunity Program research and development is not simple. There is limited availability of program models, literature and staff among traditional resources; and programs must match their level of proficiency with whatever models and tools are available.

Noting that non-traditional staff has been found able to communicate with students, Mr. Franklin emphasized that this staff has an additional responsibility to educate the same students. Program staff must now further research and develop those few aspects of instruction, counseling and tutorial that have been tentatively identified as germane to an effective non-traditional approach.

1. Instruction and Curriculum - There is the necessity for a match between instructional strategy and the instructional needs of students. The dynamics of the instructional process within the traditional lecture format is reportedly insufficient for non-traditional students. The students are not accepting it

and teachers are resisting changing it. Multimedia, though too expensive, has been found effective. Peer group instruction has also been found effective.

High-interest/low-skills materials, which are not too elementary, appear to combat the problem of currently ineffective materials. Staff development materials have also shown a success potential. Instructional objectives as releated to materials offers promise in curriculum development.

2. Counseling - Camouflaging behavior has been defined as that behavior adopted by students when they are not performing at the level expected. Disruptive activity is one behavior so identified. There is a need to research other behaviors which will give counselors useful insights into the socio-emotional needs of students. Counseling strategies and format need further study and improvement. For example, peer counseling has been reported as effective. This alternative needs to be studied more closely.

3. Tutorials and Assessment - The literature on tutoring discusses individual vs. group effectiveness. Some programs have developed models. Programs have had to design their own testing and assessment models. Considered attention should be given to those presentations and discussions in the other workshops which report on and evaluate these areas.

Louis Hoffman in his presentation asked the workshop participants to distinguish between the concept of accountability and the operations of research, development and evaluation. He proposed that assessment of program effectiveness comes to the forefront as a result of a call for accountability in the use of funds. He observed that assessment is being made through three (3) types of evaluations which function in higher education: 1) Management techniques, (the most recent type) 2) Audit techniques and 3) Commission report. Mr. Hoffman analyzed the effectiveness and limits of these techniques and then concluded with his recommendation for a reasonable approach.

Management Techniques

Governmental bodies insist that monies which are expended are used within legal guidelines established by laws and statutes of the particular jurisdiction body. In addition to laws and statures, most states have erected Boards, Commissions, and Coordinating Councils which oversee diverse educational efforts to assure proper fit between these efforts and master plans which set up broad objectives and often map out activities which are designed to fulfill these objectives. The Regents master plan, updated for completion each year is a good example of this kind of effort. As a concomitant acitvity to the development of master plans is the institutionalization of new management system which presumably allow administrators, legislators, boards and commissions, to see exactly how well these programs are meeting the objectives which are laid out in these master plans.

Program Planning Budgeting Systems, Systems Analysis, Management by Objectives, Cost-Benefit Analysis, are rationalized management techniques which have enormous potential for influence over higher education and higher educational opportunity programs. The basic question which must be raised regarding these techniques is the extent to which they can help answer significant questions. Take the question of benefits regarding higher education to the student and to the society by enrollment and completion of higher education on the part of the economically and educationally disadvantaged student. Applying a cost-benefit analysis to this situation would entail specifying what a program or institution aims to achieve, its goals and its benefits to clients and society. The evaluation of the programs uses appropriate analysis of inputs, outputs, and processes which link them together, and along with determination of costs, tries to determine efficiency of and productivity of the program.

As Martintrow has pointed out, there are three significant difficulites encountered by such techniques in answering the question of what benefits ensue from higher education when impacts and outcomes are considered. In the first place, all the benefits and gains to students cannot be exhibited during the course of the program or immediately afterward. Many gains may appear in careers and life styles only after many years have passed. In a narrow economic sense, the rates of return for a college education cannot be calculated until a college attendee has entered the work force and has established an earning pattern. Another problem with analyzing incremental life-time earnings lies in the fact that extrapolations of data on income from college graduates twenty or more years ago may not apply to today's graduate. Secondly, the effects of higher education may be very difficult to measure and even if measured, difficult to assign benefits to. Changes in students' values, attitudes, aspirations, aptitudes, moral character are examples of these effects which fit uneasily into cost-benefit analyses. A third issue facing this type of analysis is that it is difficult to isolate the specific effect of college attendance from all other factors such as family, friends, church, which also shape the same traits which colleges attempt to influence.

Because of these difficulties, accountability techniques focus most closely on outputs which are more easily measured, and which are relatively short range. There are other benefits which are usually not considered in these techniques of management. If the gains accruing to individuals are the only ones measured, then the so-called "external benefits" are eliminated. But these are some of the most important. When large numbers of minority disadvantaged students are introduced into the higher educational system, it is likely that there are changes in consciousness for all groups in the colleges. Reductions of intergroup tension, reductions of prejudice, and greater understandings of the problems and strengths of other subcultures are variables which will be missed when the net of impacts or outputs is drawn in.

If rationized management techniques do not provide complete answers to important questions about the benefits of Special Programs in higher education, they do seem to be good at accounting for public funds and determining whether programs live up to fiscal requirements of laws, statutes and master plans. The management techniques, if carefully used however, are likely to be an improvement over some other methods which have been used to assess efforts of colleges and universities. Two methods which might be mentioned are the audit report such as the Legislative Committee on Expenditure Review, called College for the Disadvantaged, and the commission report such as the Regents Report, and The Carnegie Commission Report, called Post-Secondary Education in Transition.

Auto Techniques

The Audit report pays far too little attention to appropriate input and output measures. It relies heavily on statistics gathered through processes like the Higher Education Opportunity Program reports, such as the kind SEEK is obliged to submit each year.

Looking at data on attrition, retention, gradepoint averages, credit attained, and graduates produced, it concludes that some programs are doing a good job and others are deficient. Applying even crude analyses to their own data, we find in the LCER report that incoming student characteristics differ greatly at the various program sites. Some of the more obvious important inputs are family income and high school attainment. It is certainly true that a poverty level income is not the same in New York City as it is elsewhere in the State. Similarly attainment of a high school average of 80 in high schools in poverty areas in New York City does not represent the same level of achievement as 80 in a more affluent community elsewhere. Equating groups on these variables simply will not answer the question of which programs SEEK or HEOP programs at the State University are doing a better job, or even whether they are doing the job at all. The use of cumulative credits attempted, and cumulative credits earned as measures of student progress does not take account of special ways opportunity programs specify full-time student attendance. SEEK, for example requires twelve contact hours for full-time student status. This may not be twelve credit hours, and may lead to estimates of slower progress, using traditional measurements of progress.

Commission Report

The Commission report approach seems to suffer from another kind of problem. There is simply not enough reliable research on which to answer the broad policy issues to which these commissions are addressed. Congregations of bright people certainly can make reasonable judgements but if there is not enough valid research and evaluation information on the issues at hand, then the conventional wisdom will emerge. Far too often this will not be enough.

Recommendation

What then can be done? An approach which combines the scope of the management information systems approach, and the rigor of experimental design would seem to be reasonable. Compensatory programs should be instituted which are clear about exactly what is to be compensated, and what are the ultimate aims and goals of such programs. Then the program developers can submit alternative approaches to these goals. The methodologist can then devise experimental designs which will ultimately help decide which approach is more fruitful.

The rationalized management approach can of course be sensitive to potential program variation and its possible effects on the goal variables, but this is not usually not the case. Far too often programs are instituted and the structures which are developed to handle the processes needed to carry out these programs are not flexible enough to work out alternative approaches. Management techniques are good for accounting but not evaluation and research. Evaluation is the systematic collection of evidence to determine whether in fact certain changes in the system are taking place as well as to determine the amount and degree of change. Research seeks to understand cause and effect and undertakes a detailed analysis of the variables regarded as significant in producing change.

George Blair's presentation challenged program researchers to "Pack and jump your own chute," i.e., be responsible for the preparation and utilization of their own research. He further advised that 1) a hard look be taken at a selected number of items, 2) the approach be eccelectic and 3) there be recognition that a lot of nonsense is often said under the guise of research, evaluation and accountability.

Mr. Blair proposed an overall general approach for consideration by the group. The approach recognizes the concept of taxonomies for researching, identifying and developing hierarchal levels of skills that can impact immediate to long-range objectives. Given, a priority, that education is simply a composite of functional, survival and ethical skills, Mr. Blair deducted that everyone is educated. The problem is to move from one level to another. By extension, the same skills operate and underlie strategies not only for individuals but for groups and institutions as well. Each skill can be researched, developed, manipulated or evaluated.

Admonishing that programs traditionally have dealt only with attention to the functional skills of the individual, Mr. Blair contended that it is legitimate to invest resources in the study of the complete range of phenomena effecting the 'disadvantaged' population. A model should permit the study of 'disadvantaged' as a concept within several parameters. For examples, Mr. Blair stated that 1) one could elect to either study or impact the levels of any one of the three skills operating for the disadvantaged poor in general or for Blacks in particular. The study of Blacks could then recognize heterogeneity and select out particular groups; 2) one could look for correlations between the three skills levels operating within a person, a particular group or an institution and the phenomenon of unemployment; 3) the same principle could be applied to program self-evaluation of its own levels of skills. He pointed out that programs have failed to look at their own political reality as an interest group. They do not recognize the survival skills hierarchies that operate, have done no research on this and have not developed large skillful blocks of power.

In closing, Mr. Blair recommended:

1. Evaluation should be recognized as a simple process and should include action research. Accountability usually is a negative concept (who do you really answer to) but it can be a positive one. It need not be just immediate cost-benefit analysis.

2. Much of evaluation is used to reduce or eliminate and often research is misused once it is in the public domain. This can be avoided if the resulting work is a) adequately screened and tested and b) if the researcher exercises his prerogatives as to when and how the study should be released.

3. There are available studies lending information which can be translated into an overall model. This should be done. Principles are rarely developed within the discipline in which they are used and there is a need to look at other disciplines.

Yvonne Tormes, the moderator, opened the floor for discussion.

Dr. Stephen Wright raised questions concerning the research and evaluation capabilities being demanded of HEOP programs in light of limited staff and funds. What records should be kept? What research should be done? What research can be simply done? Ms. Helena Wynne supplemented his questions with an additional one asking if the traditional records of credit point variables, etc. which are being asked for are sufficient?

Panelist, A.J. Franklin responded by saying that programs are asked to a) do the traditional type of record keeping -- credits, etc.; b) do self-evalution (looking at what they are doing internally); and c) do development. A suggested strategy for research oriented record keeping would be to:

1. Profile the student (admissions information including comments and intake interviews)

2. Rate the High School

3. Rate the tracking in the High School

4. Characterize the student in terms of success in High School (grades, by whom, and in what course)

5. Note High School Counselor contact by type of program.

6. Provide a test battery for incoming students.

Mr. Elliot Palais suggested that there are problems in knowing how to evaluate the effectiveness of counseling. Usually one has to look at the students (ask them) or look at counseling contacts. Counselor contacts tend to be looked at too much.

Mr. James Boatwright cautioned that the research request is a traditional bag in which to put students and there is a greater need to look at aspects of programs.

Mr. Ronald Crawford additionally cautioned as to the ethic of data collection and warned that programs must recognize student record confidentiality.

Panelist G. Blair emphasized that programs need models and prototypes otherwise there is a problem if the wrong ones are applied. The developmental process must be considered. Programs may need to present a position paper defining what research and development they will do. This may not be the time to present alternate data due to currently changing entrance requirements, etc.

The panel was questioned by the group asking for clarification of activities taking place in other institutions. What is being done, how is it being done, and is it available for duplication.

Mr. Blair responded that research and evaluation is going on that is helpful to the larger enterprise and this is a positive approach.

Mr. Franklin reminded the group that it had been noted in Mr. Blair's presentation that fear of abuse can encourage researchers to guard against a co-opting of their techniques and makes them not always willing to share.

Another participant stated that if there is a problem in sharing, then those that know how to, and can do the research and evaluation, should be the ones to do it.

Several other participants restated the essential questions: What is to be researched? What need not be researched? Who is going to help in setting up research? Who is already doing something and what is it intended to accomplish? What are the priorities regarding the organization of research activities?

Ms. Mattie Cook summarized for the group by saying that we must reflect back to Dr. Wright's initial question. As a concerned body of program people being required to do research and evaluation, we must request more information and direction around three key issues:

1. What funds are available to do research and evaluation?

2. What research and evaluation would be simple to do?

3. If more than simple research and evaluation is wanted and given a need for training, who will train program people to do it?

WORKSHOP D

PRINCIPLES AND PRACTICES OF SOUND PROGRAM ADMINISTRATION

In this workshop Lee Brown discussed philosophies of sound program administration. Neil Kleinman offered steps, goals and definitions while Ramon Rodriquez spoke on educational opportunity program management's objectives.

Moderator - Albert H. Berrian, Director, National Center for the Study of Educational Policy Alternatives, Washington, D.C.

Panelists - Lee Brown, Director, HEOP, College of New Rochelle

Neil Kleinman, Assistant to the President, Richmond College (CUNY)

Ramon Rodriguez, Educational Opportunity Program Director, SUNY Farmingdale

Recorder - Chris Johnson, Director, HEOP, Hamilton-Kirkland Colleges

Doris St. Clair, Secretary, HEOP, Hamilton-Kirkland Colleges

The purpose of the workshop was covered by Albert Berrian. He described the objective, scope and philosophy of the sound program administration which the panelists would cover. He stated that he would act as an orchestrator, and let the panelists cover the basic material. The formalities of introduction were made and the first panelist began the discussion.

Lee Brown, HEOP Director, College of New Rochelle, began the discussion with a presentation covering concept and philosophy of sound program administration. The essence of this philosophy is as follows:

"It is helpful, I believe, to state at the outset where I will go.

"My presentation will make pertinent assumptions about you, the audience. It will assume considerable familiarity with specific administrative tasks such as record keeping and fiscal accountability and satisfactory time tables for completion of SED reports. It will focus instead upon what I consider to be a pragramatic philosophical base for program administration.

"I will refer, for example, to the effect the administrator's frame of reference has on program policies and procedures.

"My goal for this presentation is that each of us will review our program philosophy, observe the role we play at our institutions and consider how closely our behavior parallels our stated commitment to opportunity program students.

"HEOP is an intervention program which seeks to serve who is qualifiable and qualified. Model begins with an incoming group possessing certain population characteristics to whom something is done which, assuming that certain attitudinal and cognitive changes occur, produces a desired change.

"I believe that the number of permanently employed graduates is the most straightforward measurement of program accomplishment. I suggest that one measure of the extent to which a program is of value to its students is the number who are removed from the rolls of the Department of Social Services.

"In a broad sense, it is the mission of the program administrator to bring about on a planned basis experiences which will lead to constructive changes in behavior and attitude, and to minimize experiences planned and unplanned, which tend to cause negative or destructive changes.

"Imagine yourselves as captains whose specific charge is to take a group of people from point A to point B. Upon landing at point B, in this case graduation, your passengers should be ready to compete within the limits of their individual abilities with those traditional students who were there all the time.

"Upon graduation, special program student should be prepared to assume economic independence and responsibility through:

a) the ability to communicate effectively both orally and in writing;

b) a knowledge of appropriate appearance and personal grooming, attitude, poise, and world-of-work habits of regular attendance, punctuality, and sufficient respect for property and authority;

c) the ability to compete successfully on employment tests;

d) the ability to successfully meet the challenges of obtaining employment in the chosen field.

"The Program must attempt to eliminate all possible stigmata which interferes with employment. It must set limits of appropriate behavior or become part of the crime already committed against these students who, after twelve years of elementary and secondary education, remain ill-equipped to assume productive positions in the society.

"Only after graduation will some of the students really understand what the program sought to do. Knowing this, we should not be unduly discouraged by student resistance to remediation and program structure. We must not require that the HEOP student be twice as motivated as the traditional student, nor that the HEOP student appreciate all that is being done. Rather, we must fight as hard to hold on to the hostile, angry, recalcitrant hard-core uneducated, if you will, to convince her/him of the value of the educational experience, as we do the HEOP student who more closely fits the attitudinal profile of the traditional student. In the world of advertising, the attempt is to persuade the consumer to buy the product first in order to change the attitudes about it. An exemplification of this is the free distribution of product samples.

"It is essential that the program administrator have certain knowledge at her disposal:

I) Know your institution

What are the indices of institutional support or the lack thereof? Are you treated as though you are a disadvantaged administrator? What is the decision-making process for program students? As you compete for the scarce resources of your institution, how do you fare? Official goals are set forth in the SED proposal, brochures and college catalog, but are least relevant to understanding program behavior. The operative goals are unofficial and may or may not complement the official goals. They are directly related to some individual's frame of reference, most likely the program administrator's. An individual's quest for position, dedication to service, function on the power ladder, relations to peers, subordinates and superordinates, vision of her role are all important in understanding program policies and procedures. It is the program administrator who decides whether the official goals might best be achieved through policies and procedures, which placate and pacify the students, emphasize a service philosophy of warmth and hand-holding as needed, or emphasize a sink or swim philosophy. Measurement of official goals calls for a careful reading of proposals and organization charts. Measurement of operative goals calls for careful observation of the major operating policies and daily decisions of program staff and listening to what students say about the interaction between staff and themselves.

II) Know your target population

From among the eligibles, whom does your institution seek to serve? This information shapes your recruitment as well as supportive service efforts. Do not belabor the fact that the HEOP target population is different. If they are not, you are probably in violation of your SED contract and the legislation. If you are a minority administrator, do not spend your time and efforts in an attempt to view your students just like every other administrator views them. It is possible, perhaps even likely, that you are being paid for a different viewpoint and heightened sensitivity to the special program student. I, for example, am not an administrator who happens to to be Black and female. Rather, I am a Black female who happens to be an administrator through choice, disposition and training.

The HEOP student population has been harassed, disrespected, and is suspicious of all things --for good reason. This "Opportunity" does not mean just opening the door. It must mean assistance in overcoming these habits of twelve-plus years. The program administrator must decide whether four years hence your institution will award a college degree to someone still fitting the category of educationally disadvantaged. Bear in mind that the student does not know that she/he is a victim of a 12-year crime. She/he will resist changing her/his style. Program administrator must make the student aware of the inadequacy or unsatisfactoriness of her/his present behavior, skill or knowledge and provide a clear picture of the behavior the student is required to adopt. The student must be shown that it is possible to bridge the gap between A and B. So many do not believe and are therefore afraid to risk trying. How simplistic, comforting and face-saving to tell your friend on the block, parents and significant others that the system was racist, insensitive against you, so you failed. Someone on the Special Program staff must say, 'You do belong in college; you can do it; get off your buns and go to class.' Students must be assisted in the setting of realistic goals. Start where student is. Most progress is made when new knowledge is related to what she/he already knows. Comparisons and analogies are most helpful to carry her/him from the unknown and from what is readily understood to what is less easily grasped.

III) Know SED guidelines

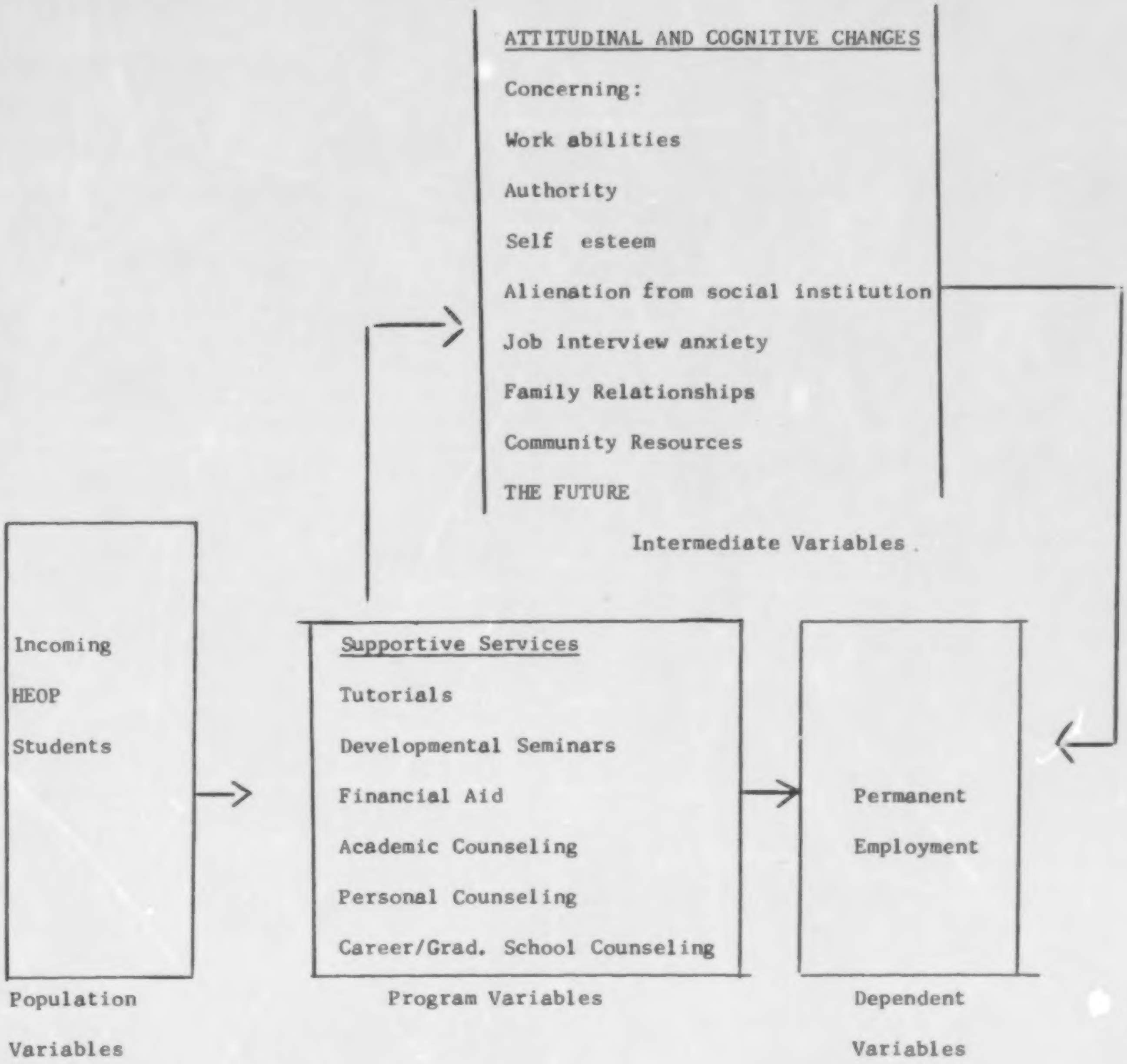
"The program administrator must protect future funding and the institution's credibility by staying within the limits of student eligibility and fiscal accountability established by SED.

IV) Know your job and do it

"Administration is a social process of dynamic, constantly changing interaction among in-groups, out-groups and peripheral groups brought together in the program context. The program is a whole maze of many parts which are coordinated by the administrator. The administrator is not a language arts specialist, counselor, or recruiter, but holds the responsibility for setting the proper tone of service and overseeing the official and operative goals. No other job on campus is as diverse, with the possible exception of that of the president. The administrator must maintain credibility and good working relationships with all segments of the school - administration, faculty, students, food service, dorm staffs, and on and on. As the person who represents the special program students at the institution, she must be known in Albany as one who is ethical, cooperative professional, who submits timely and accurate reports, whose fiscal accountability is above reproach, and who is creative. I used the word creative because it has been my experience that Albany, in the persons of the liaison representatives (my institution has now had three) and Dr. De Giulio, has been willing to listen to particular student concerns and rule favorably.

> "It is the administrator's job to be a student advocate. Work for the HEOP student not in the manner in whicn you would work for your own children because that may be punitive - rather, work for them in the manner that you would work for yourself. Understand. Give them another chance. Know that they *can* do it with just a little more help. Those of us who expound on how meaningful it is to help a kid determine that she/he doesn't belong in college at this time just might be in the wrong business. The vast majority of those who are not ready should be pinpointed *prior* to selection.

"Our students are the greatest asset to HEOP. Therefore, the development and learning of HEOP students and the creation of program conditions for full utilization of their developed talents should be highest priority and concern to the administrator."



From Lee Brown's
Presentation

ADMINISTRATION

All of the detailed and thorough preparation and management of a program culminate in the administration. Administration epitomizes the goals and objectives. Therefore, it merits the most thorough and the most wise enforcement possible.

Neil Kleinman outlined the actions required to insure achieving the standards expected of the guardian of the program. The text of his presentation is as follows:

> "Administration assumes the ability to plan -- or to get others to plan. If you don't do your program planning (which is a form of program description), someone else will do it for you.
>
> Program planning can be defined as:
>
> --descriptive
>
> --projective and long range planning
>
> --data/developing information
>
> --rationalizing one's passions to argue for budget resources.

Administration is one thing; management is another. Administration is a bit more passive than management; administration is a question of putting together the pieces after pieces have been cut too often by someone else. Administration is a frustrating business, especially when one makes the mistake of assuming that one is managing -- that one has more responsibility and authority than in fact one does. Administration is a question of no little cunning.

Administration of what? Allocation of

(1) people
(2) budget
(3) resources

(What are resources? Facilities, teachers, students, etc.)

A hard look must be taken at our internal program organization to determine where it can be strengthened. At the same time, we must review our facilities to insure that effective utilization is maintained. As changes occur, are we flexible enough to effectively meet our objectives? Is the budget adequate? Is cost compatible to objectives? Has a focal point been established? In other words, is there a person responsible for the plant and its well being?

There is merit in having an expanded effort devoted exclusively to need. Specific emphasis helps to sharpen planning and provide a convenient arrangement for collecting and examining new ideas. Towards this objective we should actively solicit ideas between programs. Our responsibilities dictate the closest cooperation between ourselves and SED. We cannot afford to attempt our job in isolation.

"In conclusion, I would emphasize the need for all Directors of programs to review their operation periodically, looking at the organization, staffing, directives and controls. Pick up on planning and observe administrative management. The administrator must assume the responsibility for planning. We must be assured that our programs are being administered in a way to achieve the optimum results from the resources allocated. If the administrator can vision his objectives being accomplished, his program will be responsive."

Ramon Rodriguez spoke on Educational Opportunity Program Management (objectives).

Thorough presentation for an effective program is essential to success. This can be accomplished only by definite responsibilities in the management and control area. Failure to do so could result in uneconomical utilization of available resources and an inability to meet goals and objectives.

The text of Ramon Rodriguez' presentation is as follows:

"I will start my discussion from the wisdom of Confucius golden rule of science written by Max Eastman. "When you do not know a thing, to acknowledge that you do not know, it is knowledge." When I asked to speak about program management, I began to ask myself what does this all mean and its relationship to special programs. Then I started to think about my first experiences with special programs for disadvantaged students and how I haphazardly developed an approach to solve basic problems in management. I managed to do my daily work by following a series of short-term goals rather than develop a method of system management. Most of us can define and describe the work we do and could give a clear answer to many problems that were solved by the trial and error method. This was due, I am sure, to the fact that our work was not particularly complex or difficult to describe but simply because most of us did not write or clearly structure these tasks. However, I must recognize that many of you have operated excellent programs and my methods of dealing with human, social and managerial problems confronting me will differ from college to college. Methods of management were developed to solve operational problems in admission, financial aid, course designing, record-keeping, etc., to meet the challenges that were to confront our disadvantaged population who lack academic exposure and financial need. Therefore, I hope that some of my basic principles in program management in special programs will be helpful in re-organizing and re-establishing your objectives, necessary for success in your program. None of my past experiences are fully recounted on tape or films but I was able to survive and obviously enjoy myself since it has been intriguing for me to find new ways of dealing with similar problems. Subsequently, during the next few minutes that have been allocated it will be inadequate for me to cover six and one half years to discuss program management. I will try very hard to incapsulate a small part of my experiences in special programs in only one area such as admissions. The approach that I took was an alternative system of attempting to solve and redesign my objectives to meet the college challenge. There are probably many different variations in managing a program whether in a large corporation, a school complex, an institution of higher learning, a small business, or an educational opportunity program. Each of these areas are composed of individuals parts and processes that may seem dissimilar but in fact, are totally related to each other. The main emphasis to consider in all of these areas in management is the ability by individuals to establish goals and objectives to run the operations to make them successful and functional. Therefore, there is a need to set goals and to develop stated objectives that are realistic, operational, and that could be accomplished in a certain time span in the shortest period of time.

"The best way to start this approach is to begin by identifying the first thing that has to be done in order to get moving toward stated goals, estimate how long it will take to complete this first step, and them move on to step two.

The Manager (EOP Director) should carefully analyze his whole program so that when he sets objectives he is fairly certain that he will be able to accomplish them. Goal and objective setting is clearly the most important responsibility of an EOP Director. What must be remembered is that the time schedule and the objectives to be supported should be attainable by all concerned in all aspects of programming. However, the human element is necessary to accomplish goals and individual needs must be met to get the proper productivity. The Manager (EOP Director) must approach people to obtain the information that will net him the best thinking and leave them eager to support discussions on the selected goals and their priorities. People are usually more stimulated by success than they are by failure. Objectives are the basis for work and assignments. Objectives determine the structure of business, education, politics, etc., and the key activities that must be discharged, and above all, the allocation of people to tasks. Objectives are the foundation for designing both the structure of the educational program and the work of individual units and individual department heads or directors of units, objectives enable us to do five things: 1) To organize and explain the whole range of educational phenomenon in a small number of general statements. 2) To test these statements in actual experience. 3) To predict behavior, to appraise the soundness of decisions while they are still being made. 4) to let others on all levels analyze their own experience, and 5) As a result, improve their performance. Objectives should always be specific, have clear and unambiguous measurable results, a deadline, and a specific assignment of accountability. If the objectives are uncertain or ambiguous, a line of action will also be less than clear.

"Objectives should be based upon expectations and these are at best informed guesses. Unless an objective is converted into an action, it is not an objective but a dream. One of the best advantages of objectives is that they force flexibility. They should be carefully reviewed at the beginning of every year so that they will reflect those changes in conditions that must be met. It is unrealistic to assume that objectives will not change from period to period in any dynamic program for disadvantaged students. Therefore, the fundamental difference between a trial and error method in special programs and the objective approach is that it is a consciously designed structure in which checkpoints are developed as to whether or not a program should continue as a whole. Lack of checkpoints seems to be a common weakness in the work of most management programs such as our EOP.

"Coupled with stated objectives, a pragmatic approach is also necessary to identify problem areas, analyze them, and to design solutions that work economically. Practically every Manager (EOP Director) within an educational institution does some form of systems management and procedures work. The Manager (EOP Director) governs and directs overall systems activities which include the admission, recruitment, modification of course outline, and operation of data gathering systems. The pragmatic approach will be called system analysis a tool by which we will find solutions to problems by a step-by-step method so one can develop a structure for each defined task. The tool is management and the work is interacting with people. The Manager (EOP Director) should try to interact with others so that ideas are not restricted to achieve a system designed to satisfy both parties. To be an effective Manager (EOP Director) he must develop within each organizational framework interpersonal relationships in a non-threatening way to achieve recommended objectives. An excellent example is my relationship with the Director of Admission and her counterpart in establishing a sound system of services to attain the goal to identify, recruit, and provide an opportunity for disadvantaged students to acquire a postsecondary education. By soliciting the services of expert advise, recommendations from the admission office, a notive system of management was developed which involved the following six activities:

A. Study problem; admission, financial aid, recruitment of disadvantaged students, past conditions.

B. Linking or integration with other systems.

C. Examine and implement new systems

D. Design a management system for implementation, flowchart, organizational chart, etc.

E. Plan and control.

F. Evaluate or improve system (accountability)

"Each of these activities were developed by first identifying the problem area of study which was the admission process for EOP students. Meeting with the Director of Admission as a resource person before procedures were established provided a deeper investigation into past problems. It was decided to link the different elements together to form an orderly admission and entry system. As most of you know, the EOP admission system was designed within our organization but problems did arise which were not unique but the exchange of ideas through interaction and system linkage was very fruitful. The capability of the admission office to do the whole job was considered the primary principle criteria for accepting their offer to integrate both systems. A clear objective was stated and the EOP office and the Admission Office embarked upon a deep involvement to meet the demands of enrolling disadvantaged students which was considered worthwhile. This was essential for the meaningful completion of integrating both systems. An assessment of the feasibility of the admissions process revealed suitability since the EOP process could fit into an already established schedule. The new system has saved time for our staff, team members, extra materials and secretarial workload. The evaluation of our present system of management of EOP admission processes has made a difference in errors, linkage with the present system has been well worth the continuation of meeting the objectives.

"The key was therefore, to establish the objectives of the activities and to link its contribution toward the school objectives. Therefore, it is important to follow these principles of program management:

A. Objectives must be consistent with the overall goals of the college: admission, financial aid, instructional area, audit control, recordkeeping.

B. Wherever possible the objectives should be quantifiable so that progress may be measured.

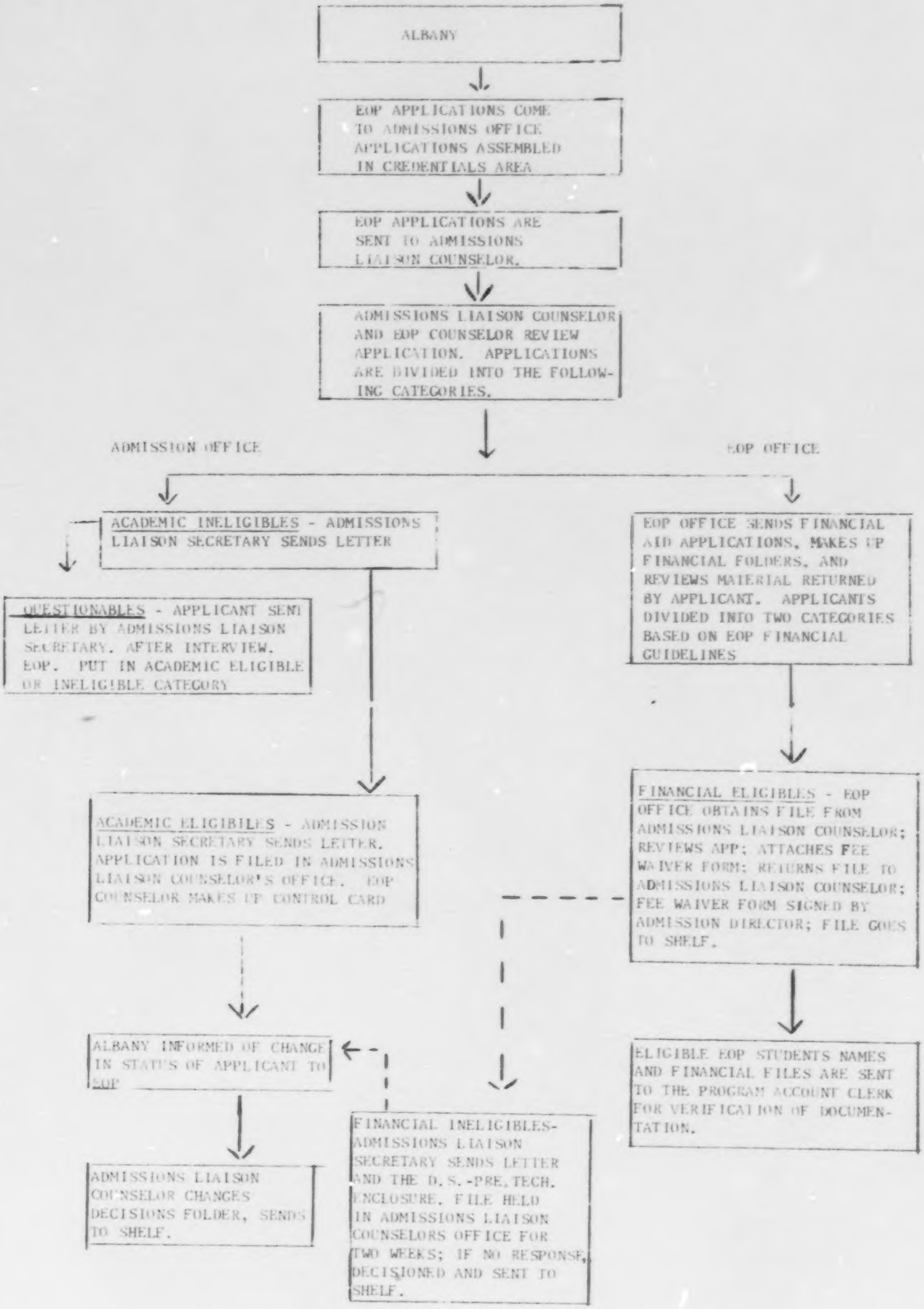
C. The objectives must be achieved.

D. Each objective must be capable of being broken down into sub-objectives. An EOP Director, to achieve the ultimate goals of an educational opportunity program, must establish certain objectives and each should be broken into sub-objectives. By breaking down these objectives the Manager (EOP Director) can then develop single activities into specific tasks to be performed to attain established goals.

OBJECTIVES	SUB-OBJECTIVES
Identify, recruit, and provide an opportunity for low-income disadvantaged students to acquire a postsecondary education.	Increase enrollment from last year's number of 125 to 175.
To provide a better information system to students who may be eligible for the benefits of EOP	Reduce average time to confirm acceptance by 2-3 months. Maintain an updated file of admits. Maintain and send weekly reports of acceptance to admission office. Reduce eligibility to confirm acceptance, provide immediate answers to 70% of students' inquiries.

This translation of the main objectives into sub-objectives was an essential part in causing less confusion and it enables the special program staff to become familiar with problem areas without destroying the whole admission process. Upon the completion of this area a detailed design was implemented through the use of a flow chart. A master flow chart of the admission system for disadvantaged students is produced showing all inputs, and processing stages. This flow chart proves to be a very useful technique for our system of admission to delineate each task. A very important strategy to follow is to divide the procedures into units of components. This is a basic philosophy applicable to any kind of problem solving: divide the overall problems into sub-divisions which can be more easily handled separately. For example, on the flow chart, the admission secretary is used to the best advantage by having her mail all the forms such as PCS, SFS, BEOG, and the EOP form to students. This made it more easier for us to retrieve the return confirmation from special programs and the financial aid offices. The flow chart provided will clearly and quickly reveal any gaps or system breakdown in the process of accepting or rejecting an EOP applicant. This flow chart, I hope, will be useful as a supplement in helping you prepare a system of management approach in your program. It proved to be the most useful technique for our system of admission because it delineated the jobs in modules providing easy maintenance. We will examine the system for improvement and see if the objectives originally set were met. We will assess the performance of the system from the following aspects: error notes, problem areas, satisfaction, and data handling. The findings will be documented in a report summarizing the achievement of the system with recommendation for improvement. Therefore, decisions will have to be made by you to investigate our system or develop one similar to get the most satisfying results. Effective management of objectives results in a greater return in human resources. Included in this paper is a flow chart concerning the financial aid process that was established at the college between EOP and the same relationship exists.

PROCESS FOR ADMITTING EOP STUDENTS THROUGH THE ADMISSION OFFICE


ALBANY
EOP APPLICATIONS COME TO ADMISSIONS OFFICE APPLICATIONS ASSEMBLED IN CREDENTIALS AREA
EOP APPLICATIONS ARE SENT TO ADMISSIONS LIAISON COUNSELOR.
ADMISSIONS LIAISON COUNSELOR AND EOP COUNSELOR REVIEW APPLICATION. APPLICATIONS ARE DIVIDED INTO THE FOLLOWING CATEGORIES.
ADMISSION OFFICE
EOP OFFICE
ACADEMIC INELIGIBLES - ADMISSIONS LIAISON SECRETARY SENDS LETTER
QUESTIONABLES - APPLICANT SENT LETTER BY ADMISSIONS LIAISON SECRETARY. AFTER INTERVIEW. EOP. PUT IN ACADEMIC ELIGIBLE OR INELIGIBLE CATEGORY
EOP OFFICE SENDS FINANCIAL AID APPLICATIONS, MAKES UP FINANCIAL FOLDERS, AND REVIEWS MATERIAL RETURNED BY APPLICANT. APPLICANTS DIVIDED INTO TWO CATEGORIES BASED ON EOP FINANCIAL GUIDELINES
ACADEMIC ELIGIBILES - ADMISSION LIAISON SECRETARY SENDS LETTER. APPLICATION IS FILED IN ADMISSIONS LIAISON COUNSELOR'S OFFICE. EOP COUNSELOR MAKES UP CONTROL CARD
FINANCIAL ELIGIBLES - EOP OFFICE OBTAINS FILE FROM ADMISSIONS LIAISON COUNSELOR; REVIEWS APP; ATTACHES FEE WAIVER FORM; RETURNS FILE TO ADMISSIONS LIAISON COUNSELOR; FEE WAIVER FORM SIGNED BY ADMISSION DIRECTOR; FILE GOES TO SHELF.
ALBANY INFORMED OF CHANGE IN STATUS OF APPLICANT TO EOP
ELIGIBLE EOP STUDENTS NAMES AND FINANCIAL FILES ARE SENT TO THE PROGRAM ACCOUNT CLERK FOR VERIFICATION OF DOCUMENTATION.
ADMISSIONS LIAISON COUNSELOR CHANGES DECISIONS FOLDER, SENDS TO SHELF.
FINANCIAL INELIGIBLES- ADMISSIONS LIAISON SECRETARY SENDS LETTER AND THE D.S.-PRE.TECH. ENCLOSURE. FILE HELD IN ADMISSIONS LIAISON COUNSELORS OFFICE FOR TWO WEEKS; IF NO RESPONSE, DECISIONED AND SENT TO SHELF.

Mr. Berrian summarized the panelist presentations by stating that continued revising of program principles and practices help to make programs flourish and increase their effectiveness.

He then opened the session to questions.

Question Conferee:

"About the Director's role of adequacy for both staff and students as part of management. How does the administrator work that conflict out as manager as well as advocate for both staff and students?"

Responses; Ms. Brown:

"I think that conflict is academic to administration and the duality of audience and is just unescapable. The administrator walks a tightrope. You are the person who is on the line, who will hold the floodgates. You are subject to all the criticism. In my view, there is no suitable answer. You have to be very clear in your own mind why you are there and why your constituencies are there."

Mr. Kleinman:

"Particularly for those who make a transition from being a teacher to being an administrator, it is as though you have lost your identity. It is a very difficult thing and I think that perhaps people should be out and in of administration --move back and forth between teaching and administration. Your relationships with other parts of the power blocks within the college are very awkward and difficult."

Question Conferee:

"I am sure that most people agree that problems of administration go hand in hand with participation. We see this being complicated by lunar explorers, CIA, questions about assassinations, etc., and the people who produce the product are caught up in all this. Do I process the information I have from inside as an attempt to compete with the experience I have from the outside external forces based on doing various jobs at various levels?"

Response Mr. Berrian:

"I think part of the problem that we have is one which can be overemphasized between administration and management which becomes confused. I think the implications in your question were what the administrator really carries out and what the manager really handles. In this case, the administrator is assuming too much responsibility and thus becomes too involved."

Question Conferee:

"I think the question I had dealing with management risk was not clarified."

Response Mr. Berrian:

"It is a question of who takes the risk. I am not certain that it is the administrator who takes the risk. It is the management that takes the risk. The Superintendent of Schools in Washington, D.C., does not take all the risks because she has the School Board to help because of her inability to make all decisions. The director of a program should have some type of outlet -- the President of the Board of Trustees. As you see your role as simply a director with certain kinds of activities that should be about as far as risk taking goes."

Question Conferee:

"I would question about your major criteria for the program success which was permanently employed graduates. Is that not kind of an idealistic criteria for success, particularly in a liberal arts college?"

Response Ms. Brown:

"The goal of a liberal arts education is to teach people to conceptualize. However, we have had our program since 1968 so we have some observations about our graduates. Our graduates are working. They have not all gone to graduate or professional schools. Many of the students are now taking a different look at a liberal arts education. I know that family sacrifices for the four-year period sometimes preclude that as a possibility. Help them become employable at the end of that four-year period with a program that includes field work experience. Not everyone is a traditional college student. A whole lot of people come out of the College of New Rochelle and get a job, however, some do not."

Question Conferee:

"I can see that as being employable."

Response Ms. Brown:

"This is why we should keep every student in the program. The program director's philosophy is that we should keep every student. Some will come out who are not employable; some will be on welfare when they leave in spite of everything that we can do while we have them in the program."

Comment Mr. Berrian:

"I might mention that over 14% of the students in this country go on to graduate school."

This was a statement from the floor by a representative college president:

"The President of the College should know the director. The director should keep the President aware of what is going on. The director should also communicate extensively with the staff itself. The process of hiring a director seems to be: "If you like the program, if you like the students, I won't hire you. If you love the program and the students, I might hire you " If you are not meeting with your staff at least weekly, I think you have a weakness. Special teachers have to know what the director is thinking. I think we all know what is going on. The staff themselves meeting twice a week and the instructors meet twice a week. I feel that I learn much from this.

****

At this point there was some discussion among the audience concerning the crisis between administration and directors.

****

Following this, Mr. Berrian stated that we were running overtime and closed the meeting.

PART VI

Evening Address

CONSTANCE COOK

EVENING ADDRESS - CONSTANCE COOK, ASSEMBLYWOMAN

Constance Cook shared with the audience her experince and ways to maintain a balance between public and private sectors of education. She also discussed three main problems facing higher education. A summary follows:

Assemblywoman Cook shared with the audience her impressions on her experience in helping to impelment the Tuition Assistance Program.

She noted that it was extremely necessary in New York State to maintain a balance between the public and private sectors of higher education. One way to try to equalize the opportunity to attend college was to modify the State's financial assistance program. However, such modifications had to benefit significant numbers of youth in the economic middle-class, to extend aid beyond the mass of the most needy; this was one of the problems she felt that federal assistance programs had not attempted to solve. There is an urgent need for a re-assessment of the federal financial aid guidelines, to insure that students will not have to struggle in obtaining their education.

Elementary and secondary education have now achieved status of being taken for granted, and that socialized higher education, though a benefit for the individual and his society, was being perceived as a luxury in minds of some people.

Senior citizens are now heavily involved in expanded access to postsecondary education, adding to the numbers of non-traditional students. However, such students should not perceive the program they're in as a vehicle for the achievement of enrollment goals, that the end result is primarily monetary and the social value factor of education is bypassed. If this happens, such individuals will be turned-off by the process.

In her summary, Mrs. Cook highlighted three main problems facing higher education today as:

1. the high cost of education
2. duplication of state support
3. a limited labor market and the effect it will have on the structure of higher education.

She praised the group on their efforts to implement better articulation between the HEOP, EOP, and SEEK programs, and called upon the educators in opportunity programs to utilize their expertise to attack the problems of the academic disadvantage in the elementary and secondary schools.

Constance Cook was Assemblywoman for the New York State 1963-1974 and Chairperson, Assembly Education Committee 1968-1974.

PART VII

MORNING CONCURRENT WORKSHOPS

E - THE VITAL ROLE OF ASSESSMENT AND TESTING IN THE DIAGNOSTIC/PRESCRIPTIVE PROCESS

Moderator - Stephen J. Wright, Vice President, College Entrance Examination Board

Panelists - Carl Schumacher, Coordinator, Social and Supportive Services, Utica College

Ronald Flaugher, Senior Research Psychologist, Educational Testing Service

Doris Taylor, Assistant Director, Learning Center, State University Center at Buffalo

Recorder - Stanley Calhoun, Director, HEOP, College of St. Rose

F - DOLLARS AND DIPLOMAS: FINANCIAL AID AND THE NEEDY STUDENT

Moderator - Carl Bello, Director of Financial Aid, Long Island University

Panelists - Martin Lefkovits, Student Financial Aid Officer, State University of New York

Verona Oard, Director of Financial Aid; SUNY Farmingdale

Charles Rainey, Senior Program Officer for Student Financial Aid, USOE, Region II

Sybil Stevenson, Director, HEOP, Iona College

Robert Trow, Director of Financial Aid, Staten Island Community College

Recorder - Richard Welch, Director of Financial Aid, SUNY Geneseo

G - COUNSELING THE DISADVANTAGED STUDENT

Moderator - Isaiah Reid, Director, EOP, State University College at Buffalo

Panelists - Peter Martin, Associate Dean of Student Services, Hostos Community College

Harold Russell, Director, HEOP, C.W. Post College

Katherine Webb, Assistant Professor of Counselor Education, SUNY Brockport

Recorder - George Crenshaw, Director, EOP, SUNY Binghamton

H - ISSUES IN THE RECRUITMENT AND ADMISSION OF THE "NEW STUDENT"

Moderator - Mattie Cook, Administrative Director, Malcolm-King: Harlem College Extension

Panelists - James Garrett, Director, HEOP, Cornell University

Ida Headley, Assistant Director of Admissions, SUNY Binghamton

Robert Jefferson, Associate Higher Education Officer, City University of New York

Recorder - Diane Young, Assistant Director of Admissions and Financial Aid, Rensselaer Polytechnic Institute.

I - THE ROLE OF NEW CURRICULAR AND TUTORIAL MODELS IN MEETING THE NEEDS OF THE EDUCATIONALLY DISADVANTAGED

Moderator - Vera King Farris, Associate Vice President for Developing and Continuing Education, SUNY Brockport

Panelists - Sister Mary Egan, Director, HEOP, College of Mt. St. Vincent

Ronald Holloway, Coordinator of Developmental Skills - Mathematics Unit, New York City Community College

Rosemary Lanshe, Director of Educational Opportunity and Director of Reading and Study Skills Center, SUNY, Alfred Ag. and Tech.

Recorder - Patricia Shelton, Director, HEOP, Siena College

WORKSHOP E

THE VITAL ROLE OF ASSESSMENT AND TESTING IN THE DIAGNOSTIC/PRESCRIPTIVE PROCESS

In this workshop, the panelists discussed new methods of making evaluations. In doing so, they proposed new areas of information which should be included about the teacher as well as the students. Furthermore, new movements in teaching were evaluated.

Moderator - Stephen J. Wright, Vice President, College Entrance Examination Board

Panelists - Carl Schumacher, Coordinator, Social and Supportive Services, Utica College

Ronald Flaugher, Senior Research Psychologist, Educational Testing Service.

Doris Taylor, Assistant Director, Learning Center, State University at Buffalo

Dr. Wright opened this workshop by introducing the panel members. He commented that perhaps testing may be the most controversial topic of the conference. Dr. Wright also said, "The workshop title is loaded in the way it is phrased, and the keywork in the title is 'vital.'" After additional introductory remarks by Dr. Wright, Doris Taylor presented her views. The following is her complete text:

Vital Role of Assessment and Testing in the Diagnostic/Prescriptive Process

"The general ineffectiveness of compensatory education and remedial programs has been well documented.

"Individualized instruction is critical to the effectiveness of such programs. This does not advocate a particular methodology or technique but can incorporate a variety of teaching approaches.

"An instruction program should be based on the individual learning need of each student. The more closely alligned the student's characteristic to the type of instruction offered, the more success we can expect.

"Compatible instructional strategies result after thorough diagnosis of the student's learning skills. Standardized measures like the California Achievement Test, The Nelson-Denny Reading Test and others like these do not tell us how to deal effectively with the student. Standardized tests are, if anything, used too much, and too much reliance is placed on their results. The main problem with a standardized test is that it is likely not to be exactly appropriate to the learning task as it is defined by a particular curriculum. The standardized test of reading comprehension for example, may give a series of tasks in reading that fail to measure the precise skills the teacher has sought to teach, because the construction and standardization of the test has been aimed at a more general "common denominator" kind of curriculum. Furthermore, the overall score or grade level index yielded by the standard test does not usually provide adequate information about which skills and knowledges have been well acquired by a particular student, and which skills he has failed to acquire. We need more than verbal and comprehension scores. We know from the opportunity programs' guidelines that these verbal and comprehension scores are, in all probability, very low. What, then do we need to know about the student to provide him the best academic opportunity and how do we go about getting that information?

We need to know:

his attitude toward school;
his interests;
his study habits;
his academic strengths as well as weaknesses;
his ability to organize information;
his locational and reference skills;
if he can take accurate and complete notes;
if he can take objective and subjective tests;
if he can read several randomly selected paragraphs from college texts;
if he can write a well organized coherent theme and;
whether he learns more effectively from verbal or visual presentation;
his ability to tackle other college-related tasks

How do we get this information?

First, teachers must be trained in diagnostic principles and procedures.
They must know that diagnosis should have a *positive* emphasis and must be *continuous* and interwoven with instruction
They must know that diagnosis is not the result of pre and post tests administered but rather an individual task and reflects the fact that each student is different.
They must develop a diagnostic/prescriptive *attitude* toward teaching students.
They must realize that *every* assignment can serve as an assessment of the student's academic skills.
They must be able to assess student skills in the same types of learning activities as they will face in the college classroom.
They must learn procedures that are more successful with older learners.
They must be given time and training to *develop* diagnostic instruments that are relevant to the skills needed to succeed in college.
They must be given on-going inservice training.
They must be given supervised practice
If the students are disadvantaged, why should we give them disadvantaged teachers.

An important aspect of quality instruction is the extent to which the teacher makes plain exactly what the learning task is, setting forth the objectives in a way that the student knows what he has to learn and accomplish in order to achieve these goals.

The feedback from diagnostic assessment contributes to the quality of instruction. The teacher who makes judicious use of such tests and is able to provide encouragement or corrective feedback, as the case may be, is a more effective teacher.

Tests whose purposes are for comparing students with other students are irrelevant for instruction but tests used by students and teachers to diagnose individual learning strengths and weaknesses and to serve as guides for placement and counseling are among the strongest tools of individualized instruction."

Carl Schumacher, Utica College, followed Doris Taylor. According to Schumacher, "Every test is an attempt at some sort of diagnosis." We use tests to find out where students fit in the academic spectrum.

Unfortunately, we cannot keep up with all the tests being developed today. The reasons why we use tests in Educational Opportunity Programs is to find out what students need academic remediation.

Schumacher asserted that the bulk of tests on the market have limited use for opportunity program students. "Too often we use tests to find out where students go wrong, and, unfortunately, there is either a non-use or mis-use of test scores." "Types of tests," said Schumacher, "include group administered tests." These include achievement, aptitude, and I.Q. Although these tests produce individual scores, they cannot predict success, psychomotor action, nor do they show where students go wrong.

Personality inventories can also be a good starting point for assessing students. These provide only a framework. Schumacher further noted that Individual Cognitive Style tests can't get at the Cognitive process that is not working. Furthermore, "Few people are capable of translating results into meaningful learning exercises."

Diagnostic tests are still other measures, he said. They deal with the art of identifying that "you are sick to a person who knows it already." The problems with these tests is that they do not have accurate norms for disadvantaged students. Since doing poorly on these tests does not in fact tell where student goes wrong, this is an area totally open to discovery.

Prescriptive tests are also used by staffs. "We must first look at the content of courses and tutoring capabilities in order to prescribe remediation and/or developmental subjects. But again, tutors and staff often "don't know how to prescribe." Programs do in fact use standardized tests for future program development, however, "too many program files have a lot of information from test batteries which go unutilized."

Schumacher went on to discuss the various components of his program at Utica College. He noted, for example, that his Communication Skills tests are designed locally. He concluded his remarks by point out, "We have to determine where a student goes wrong first, then find the test."

Ronald Flaugher briefly summarized the remarks presented by Taylor and Schumacher and suggested that they had covered most of the territory. He noted that persons who use tests should do their job and find out what tool can help them and their students most.

He pointed out that tests are simply tools and they are not useful if they don't serve a purpose. He explained the notion of standardized tests. Standardized tests are called such because they are "uniform and are given in massive numbers." Additionally, said Flaugher:

1. "They are used to reaching as many people as soon as possible and

2. they may have little relevance to some teachers;" Flaugher cited Utica's use of formalized tests. He said that the advantage of developing your own tests is a good way to go about diagnosing problems, since diagnosing a problem "can only be done in relation to your own drugstore." Flaugher reemphasized the point that some folks simply have not done their homework on testing.

At this point, a member of the audience noted, "There is a danger of testing in isolation." Furthermore, he asserted that all freshman should be tested each year for six years. Freshmen should then be placed in academic programs accordingly. He further pointed out that there is a "grave danger in developing own tests."

Abe Helform, EOC at Farmingdale, pointed out that using their testing experiment, local norms have been developed. As a result of their innovation at Farmingdale, it was discovered that more than 60% of the freshmen there needed remedial work; the tests were used as a basis for placement in college preparatory courses.

Flaugher agreed that EOC at Farmingdale has a good approach because, although there is no right or wrong way to test and analyze, norms can be used effectively.

"If testing is going to have a role, we must make certain that testing does what we want it to do." Moreover, examiners must look over test(s) carefully to check items. The question we must be concerned with is: "Can students answer the test items?"

Lew Howard of ACMHA adamantly added, "testing people seem to love to test." Howard used Greenhaven Prison as an example: "Inmates don't want to be tested. But testing people want to test!"

Flaugher responded by stating that frequently a bureaucracy makes testing an automatic procedure. And yet test scores are often not used.

Wright suggested that the Counselor might help students understand the purpose of tests.

Joseph Bruchac, University Without Walls, commented that the inmate population is an unusual population. "Some testing is necessary. We have to explain to inmates the purpose of testing."

Flaugher added, "Inmates often run games; "hence, there is a need for testing a personal interviews. Discussion followed.

Flaugher pointed out that the Comparative Guidance Program, developed by the College Entrance Examination Board, is used in New Jersey Prisons because tests are not good by themselves.

Russell Wise, Junior College of Albany, said that reading programs themselves ought to be flexible. And testing should be developed to accommodate the individual needs on non-traditional students.

Helen Williams pointed out that students are lumped into summer courses. And, in fact, remedial courses might be offered on a college-wide basis.

Flaugher said that testers must analyze the specific requirements of specific courses, and there is a wide discrepancy among faculty at the University of Pennsylvania. He added that we have not talked about the quality of Higher Education itself.

Furthermore, Flaugher said that perhaps we should be talking about the beneficial effects special programs are having upon institutions.

Horace Chapman said that we must test all freshmen to see if HEOP students are being tested in a vacuum. HEOP's must insist upon accountability, and "Directors can't be experts in all program components."

Russell Wise, Junior College of Albany said that often academic success has nothing to do with the real world. Maybe instittuions of Higher Education often don't tell us what the real world is all about.

Dr. Wright commented, "there is a whole movement toward non-traditional students.

At this point, the workshop dealing with testing concluded. Some general observations made by this recorder are as follows:

1. There was no consensus in terms of the types of tests special programs should use;
2. There is a need for inter-program communication regarding innovations and developments on respective campuses;
3. Prison programs have become rather popular;
4. The consensus that we should use tests to determine academic strengths and weaknesses, and that tests can, in fact, be used to place students in remedial or developmental studies.

WORKSHOP F

DOLLARS AND DIPLOMAS: FINANCIAL AID FOR THE NEEDY STUDENT

Titled Dollars and Diplomas, this workshop's members gave a brief report on the status of federal and state programs. Despite the current process of financial aid, new proposals were made which would be more beneficial to the student.

Moderator - Carl Bello, Director of Financial Aid, Long Island University

Panelists - Martin Lefkovits, Student Financial Aid Officer, State University of New York

Verona Oard, Director of Financial Aid, SUNY Farmingdale

Charles Rainey, Senior Program Officer for Student Financial Aid, USOE, Region II

Sybil Stevenson, Director, HEOP, Iona College

Robert Trow, Director of Financial Aid, Staten Island Community College

Recorder - Richard Welch, Director of Financial Aid, Geneseo (SUNY)

The first panelist to speak was Charles Rainey. He gave a brief report on the status of the Federal programs. He also explained the changes in the Basic Educational Opportunity Grant and the College-based programs (SEOG, NDSL, CW-SP). He discussed the O'Hare bill and how it suggests major change in aid to Higher Education.

The question was raised concerning the C.S.S. and A.C.T. tables and the Federal tables. He explained that any of the tables could be used. He stressed that the determination of need and the control of funds must be by one source, the financial aid office. He also stressed the importance of cooperation between the aid office and the HEOP/EOP offices.

Martin Lefkovits discussed the State programs. He explained the basic differences between the new Tuition Assistance Program and the Scholar Incentive Program. He pointed out that many students' applications were being returned because they were misinterpreting certain questions on the application. He stressed the importance of assisting the students in the completion of the form so they would not have to be returned.

Throughout his talk, Martin Lefkovits stressed the importance of helping the students complete the forms properly. Also that cooperation between the aid officers and special program officers is essential.

Verona Oard was the next panelist, and she discussed how to deliver the monies on campus to the students. Again she stressed that cooperation among aid officers, special programs officers and business officers is important.

Verona enumerated what she felt was the responsibility of the

A. Special Programs

1. filling out proper forms
2. tracking down students to complete form
3. keeping duplicate copies of form in case there is a need for follow-up and
4. counseling

B. Financial Aid Office

1. determine need
2. explain sources of aid
3. assist in seminars

Sybil Stevenson gave what she called her "philosophical statement" on this topic. She stated that if we are truly interested in assisting students, it is essential that the special programs officers and aid officers cooperate with each other.

Sybil explained how the special program at Iona was operated. Discussing the importance of interviewing students before they enter the program. Also the importance of seminars and workshops to assist the student to understand the variety of forms required by the program.

She felt that the packaging of aid was the responsibility of the aid office; however, no award should be issued without it being reviewed by the special programs director or someone on his staff.

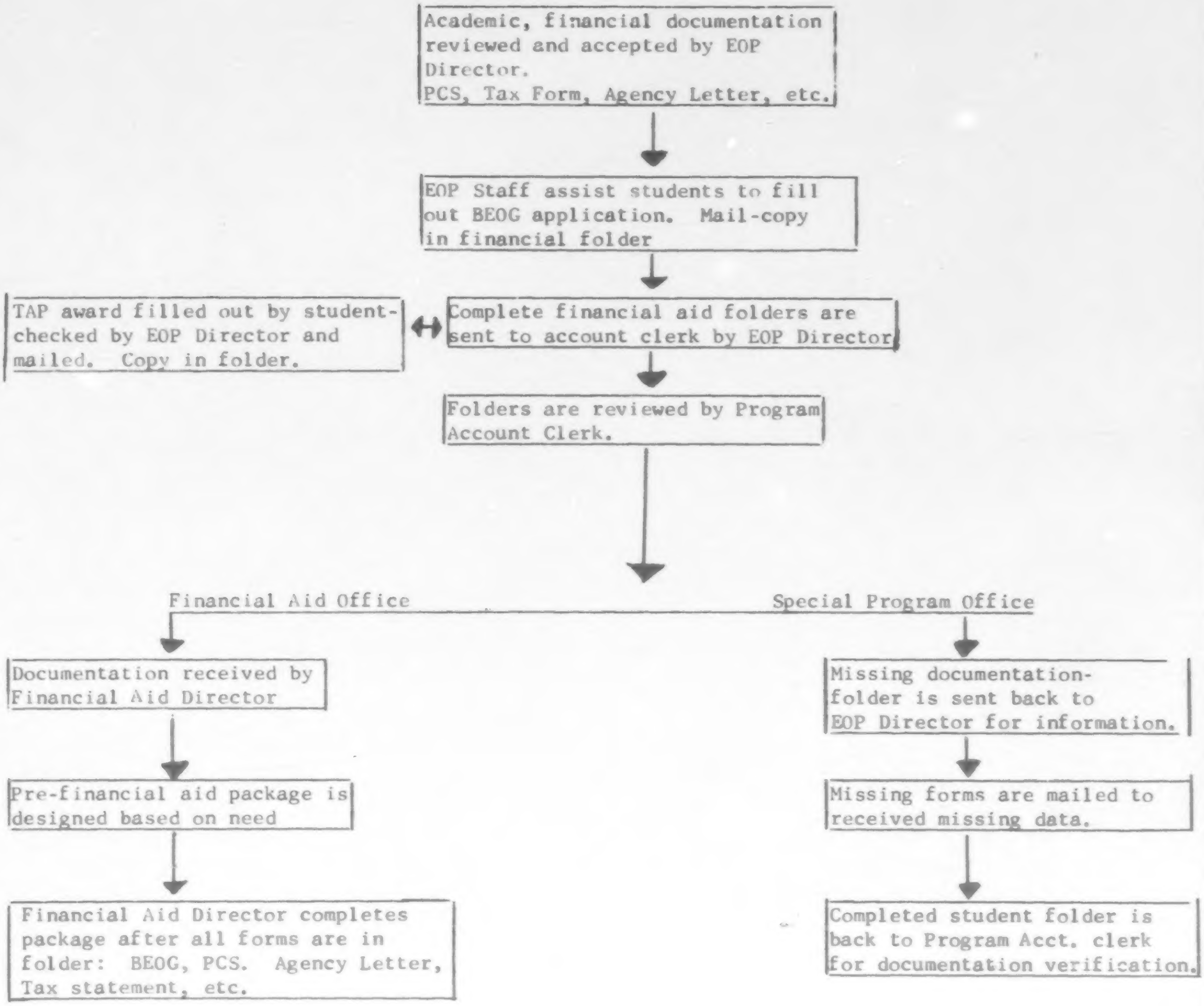
Bob Trow was the next panelist and he discussed how the programs have become more and more complex over the years. He stressed the need to use more sophisticated machinery. He stated that proper utilization of computers could give us more time to work with the students. He suggested machine Orientation could assist us with Economic Counseling, reports, check, delinquency, Some of the counseling areas he referred to were:

1. assisting the students on how to use the money they receive.
2. providing students with the information to make decisions
3. credit
4. outside sources of aid - medicare - etc.

He stated that special programs officers should put emphasis on program development, not technical aspects.

After the panel completed their talks there was a short question period.

PROCESS FOR FUNDING FINANCIAL AID FOR EOP STUDENTS


Academic, financial documentation reviewed and accepted by EOP Director.
PCS, Tax Form, Agency Letter, etc.
EOP Staff assist students to fill out BEOG application. Mail-copy in financial folder
TAP award filled out by student-checked by EOP Director and mailed. Copy in folder.
Complete financial aid folders are sent to account clerk by EOP Director
Folders are reviewed by Program Account Clerk.
Financial Aid Office
Special Program Office
Documentation received by Financial Aid Director
Pre-financial aid package is designed based on need
Financial Aid Director completes package after all forms are in folder: BEOG, PCS. Agency Letter, Tax statement, etc.
Missing documentation-folder is sent back to EOP Director for information.
Missing forms are mailed to received missing data.
Completed student folder is back to Program Acct. clerk for documentation verification.

SUMMARY:

The assistance to students in the understanding and prompt and proper completion of the various forms was stressed.

However, evident throughout the talks given by the panelists was the need to develop a strong alliance among the special programs officers, financial aid officers and business officers.

WORKSHOP G

COUNSELING THE DISADVANTAGED STUDENT

Isaiah Reid presented some characteristics of the disadvantaged student. Controversy over his point followed with a lengthy debate. Afterward effective counseling and Student services were discussed as possible aids to the disadvantaged students.

Moderator - Isaiah Reid, Director, EOP, State University College at Buffalo

Panelists - Peter Martin, Associate Dean of Student Services, Hostos Community College

Harold Russell, Director, HEOP, C.W. Post College

Katherine Webb, Assistant Professor of Counselor Education, SUNY Brockport

Recorder - George Crenshaw, Director, EOP, SUNY Binghamton

A PANEL DISCUSSION ON COUNSELING THE DISADVANTAGED STUDENT

The discussion was opened by Dr. Reid who outlined some common characteristics of the disadvantaged student. Among these were:

1. Negative self-image
2. Insecurity, centered around lack of academic preparation
3. Low high school average, low Regent and SAT score
4. Lack of abstract reasoning skills
5. Low verbal skills
6. Low degree of self-reliance
7. Difficulty in structuring and properly utilizing time

There was some disagreement from the audience over whether these characteristics accurately describe the disadvantaged student. The feeling was expressed that they were too negative and could easily be interpreted out of context. Though these characteristics apply to some disadvantaged students, they in no way represent all of them. It was further felt that the so-called disadvantaged student could function very intelligently in his own economic and social environment. Therefore to depict him as intellectually non-functional is unfair, for this could dangerously enhance what is already an over-stereo-typing of the disadvantaged.

Dr. Reid responded by agreeing that the above characteristics do not in fact describe every so-called disadvantaged student and that the disadvantaged student does, in many instances, function well in his own environment. But the focus of concern, he said, is on how the disadvantaged functions in the realm of higher education rather than on how he functions in other settings.

And it is universally known that many of the so-called disadvantaged students do not have non-academic as well as academic handicaps which work against their chances of success in higher education.

The debate over this issue continued. One participant even felt that the institution should develop curriculums which are geared toward the talents and life-styles of the disadvantaged as well as toward those of the conventional student. At any rate, the argument went unresolved.

Dr. Harold Russell followed by listing three essential ingredients that go into the making of an effective HEOP/EOP counselor. The counselor:

1. Must have a thorough understanding of the institution in which he works. He must understand its academic programs; its rules, regulations, and procedures; its services; and its extra-curricular offerings.
2. Must have a thorough knowledge of the HEOP/EOP program -- its admission procedures; its financial aid guidelines and procedure; and its overall objectives and academic expectations.
3. Must be able to help the student relate his educational experience to survival in the real world.

With these ingredients, the Counselor has something of value to offer every student. However, to be fully effective, he must also possess a well-defined counseling philosophy.

One of the philosophies espoused by Dr. Russell comes in part from some of A.H. Mashlow's theories. In short, the philosophy centers around helping the client reach the point of self-actualization, i.e., to become an independent thinker and a confident decision-maker with regard to his own life.

Dr. Russell further stated that a good counselor:

1. Should be honest with his students. For example, if the student is negligent in meeting his responsibilities, the counselor should call this to the student's attention and remind him of the potential consequences of such behavior.
2. Should be able to accept the student as he is and work with him from there. If the student, for example, is careless with his personal hygiene, the counselor should first accept this shortcoming and help the student overcome it. By the same token, if the student has beliefs that are in contrast with those of the counselor, but yet are not necessarily harmful to the student or to others, the counselor should be careful not to impose his own beliefs upon the student. For by doing so, the counselor is refusing to accept the student as he is, but rather is attempting to change the student when change, in fact, may not be necessary.

Dr. Peter Martin expressed his views concerning the role a Division of Student Services might play in helping the disadvantaged student. He said that a Student Service Division should make every effort to create the kind of environment that encourages the student to review his behavior as it relates to his learning experiences. In such an environment, the counselor is in a position to help the student assess whether or not his learning experiences are of value in bringing about the changes he seeks in his behavior.

Dr. Martin then addressed another issue: "How special programs are viewed on most college campuses." He stated that in his opinion, most colleges see special programs as an entity separate from the rest of the campus. He felt that special program personnel had to work aggressively at overcoming this handicap. He suggested that they begin by pointing out that many of the concepts and techniques developed by special programs have proved to be of value in helping the general student population.

At this point, the participants began making comments and asking questions. In one comment, it was pointed out that some students attempt to cover up their negative self-concepts by setting unrealistic goals or goals beyond their ability to attain. And when the goal is not attained, the student takes comfort in contending that he is only one among many brilliant individuals who have failed to achieve that very same goal. An example of this would be the student -- with a low high school average in biology, math, and science -- who enters a pre-med program. The student, of course, fails but still finds comfort in saying: "Look at the others who also failed to achieve this prominent endeavor."

The counselor should be on the alert for this type of student.

Another participant then directed a question to the panel: How can a counselor work with an instructor who is insensitive to the disadvantaged student?

Dr. Russell responded by suggesting that the counselor try putting the student in a "role-playing" situation. That is, get someone to play the role of the insensitive instructor while the student maintains his original role. Then closely observe the roles as they are played and, from the clues derived from this observation, begin developing strategies to help the student learn to cope with the situation.

Dr. Martin responded to the same question by suggesting that the counselor make an attempt to establish a line of communication with the instructor develop an understanding of the disadvantaged student and thereby undergo a change in attitude toward the student. At this point, the counselor can begin helping the instructor learn how to work more productively with the student.

Dr. Reid added to these suggestions by saying that the student should be helped to focus his attention on learning rather than on the instructor.

Continuing the discussion of the insensitive instructor, one of the participants suggested that an attempt to be made to explain the purpose of HEOP/EOP to the instructor.

He cautioned, however, that such instructors must be dealt with in a diplomatic fashion. For in all liklihood, they will be lukewarm, at best, to the initial approaches of the counselor.

Dr. Webb began her delivery by pointing out some distinct differences between working with the disadvantaged student and the traditional student. She stated that in dealing with the disadvantaged, the counselor's first task is to get the student to see the counseling service as a viable alternative to other, and less intense, sources of help. In other words, the counselor must show the student that the counseling service can be of real value to him.

For the counselor to even begin accomplishing this, said Dr. Webb, he must (as Dr. Russell said): "know the institution." Indeed, a counselor who doesn't know the institution in which he is working can be of little help to any student.

The HEOP/EOP Director's major task, stated Dr. Webb, is to sensitize the entire institution as well as his counselors to the characteristics and needs of the disadvantaged student.

Dr. Webb, then, went into what constitutes a good counselor. A good counselor, she said, must possess the following traits:

1. He must be an "all around" person when it comes to providing information. If he can't answer a question, he must be able to point out a source that can.

2. He must be able to reach out to students. He must not allow himself to become discouraged if students are not receptive to his initial attempts to reach them. Instead, he must be persistent until the wall between him and the student is broken.

3. He must be cognizant of the fact that he represents a model for students to follow. Hence his character must be consistent, whether he is in or out of his role as a counselor. In other words, he must "practice what he preaches."

4. He must be able to maintain his composure during periods of stress. Working with the disadvantaged generates a number of stress-oriented situations. The counselor must be able to cope with these situations.

5. He must direct his efforts toward helping students to become self-reliant. He must develop systematic methods for achieving this, however.

6. He must be willing to take advantage of out-of-office opportunities to relate to students. Often he can learn more about the student while away from the office. And the students, in fact, may be more responsive to this kind of relationship.

7. He must be aware of his own biases and be able to analyze them in terms of how they affect his relationship with his counselees.

8. He must seek to inspire his counselees by fulfilling some of his own needs, particularly those which contribute to his self-development.

By doing this, he is setting a positive model for students to follow. One participant then returned to the issue of "the characteristics of the disadvantaged." He suggested that counselors seek to help the disadvantaged students identify and utilize their positive characteristics. Many, for example, are good poets or artists. The counselor should help such students identify channels through which to express these talents. Student newspapers, oral recitals, and public exhibits are channels widely used for this purpose. With these means of expression at their disposal, the students are in a better position to achieve a sense of success and mastery.

Another participant brought back the issue of the "insensitive instructor." He said that despite "role-playing" and other techniques for helping students overlook such instructors, most students still have difficulty. How, he asked, can a student ignore a racist instructor?

The question was responded to with the suggestion that the counselor first attempt to communicate with the instructor, and from there attempt to change the instructor's attitude and behavior. If this fails, the instructor should be brought to the attention of the appropriate officials. If, however, communication is possible, it can be fostered through periodic written evaluations of the student's performance. These evaluations can serve as a vehicle the counselor to use to facilitate discussion with the instructor, with the hope that the instructor will come to understand and accept the student.

Dr. Russell closed the discussion by saying that counselors should never overlook the value of students helping other students academically. The value here lies not only in providing help to a needy student, but also in recognizing and utilizing the talents of those students who have achieved academic proficiencies.

The panelists on this workshop described the "new student" and what characteristics do and do not make up him/her. After discussing successes and failures of certain programs. They made some suggestions on facilitation of an educational opportunity program. Later recommendations helpful to the interaction of student and admissions officers were offered.

Workshop H

Issues in the Recruitment and Admissions of the New Student

Mattie Cook, Moderator

"I would like to begin by welcoming everyone to this particular workshop entitled, "Issues in the Recruitment and Admissions of the New Student." Our panelists who will be discussing this topic include:

1. Robert Jefferson - Associate Higher Education Officer from City University of New York
2. Ida Headley - Assistant Director of Admissions at SUNY-Binghamton and
3. James Garrett - HEOP Director at Cornell University

Diane Young - Assistant Director of Admissions and Financial Aid from Rensselaer Polytechnic Institute will serve as Recorder.

Within this time span we will be discussing the "new student" on the campus of three different types of institutions: that of the city, private and the State University. The basic commonality of all three panelists is to protect and preserve the educational opportunities for the "new student" through new admissions and recruitment policies. We are all concerned with betterment of each student.

In general, the following questions should be posed to set the framework of the panelists:

1. What is your institution's mission and philosophy in regard to recruitment and admissions policy?

2. Has the institutional mission/philosophy been adjusted or modified to accommodate the "new student" through its admissions and recruitment procedures and policies (Ex: SAT and College Board scores)

3. Is institutional change on behalf of the "new student" accepted and internalized?

4. Are admissions and recruitment policies primarily economic and academic concerns or are they humanistic and social as well?

Hopefully, as the panelists discuss the "new student" on their campuses, we can shed light on these and other questions.

"The 'New Student' and 'Open Admissions' at CUNY"

Robert Jefferson

"In 1968, the university discovered that it was not serving a large segment of the population, thus it was necessary to initiate an 'open admissions' policy, which meant open to New York City high school graduates.

Now let us define what this 'new student' is not. He is not a middle or upper middle class high achieving student. He is:

1. A low or no income student.
2. Child of working class parents where education is not emphasized.
3. Ethnic minority - Black, Puerto Rican, Italian.
4. Veteran
5. Older student, usually 25 years of age and older.
6. Women - especially welfare mothers.
7. Those in the workforce returning to school.
8. The dropout.
9. The physically handicapped.
10. The ex-offender - including former addicts.
11. The underemployed.
12. The bi-lingual students (including primarily the Latin and Haitian population).

How are these students recruited:

1. Through a computer-based information center whereby students obtain information on educational opportunities.
2. Outreach staff.
3. Monthly telephone conference to counsel students, especially the handicapped.
4. In-service training for counselors.
5. Career Days and Nights are set up in shopping centers.
6. Workshop for community agencies and evening schools.
7. Predictive GED and GED Prep. Course.
8. Simple publications, including news-letters to agencies.
9. Local newspapers, radio, ethnic papers, television - mass media communications.
10. Working with unions - especially with paraprofessionals.
11. Whole range of continuing education programs.

"The Educational Opportunity Program at SUNY - Binghamton"

Ida Headley

"The history of how students are recruited and admitted into Binghamton's Educational Opportunity Program can be viewed in three periods of growth. These growth patterns have directly affected admissions processes and procedures.

"In the initial stage of Binghamton's Educational Opportunity Program, there was intensive and rapid growth. Binghamton students were primarily recruited from local areas while other programs recruited in New York City. The major recruiting advice was financial aid and very little information was given on the nature of the program. All students were provised a "free ride." Many of them were ex-offenders, addicts and from the streets. The students had very limited contact with the administration, little preparation and even less of an orientation prior to enrollment. There was a great reliance on referrals from agencies and no admissions standards per se.

"Other problems included:

1. Minimal dollar commitments by the institution (supportive service money from State and federal government).
2. No effective record keeping.
3. Director and others had not sat down and defined the students, their needs, the school's responsibility, etc.

"In subsequent years there was a rapid growth from 30 to 100 students, due largely to the following:

1. There was more of an attempt to define characteristics that make a successful students.
2. The needs of the students were redefined in terms of the nature of the institution and attempts to change it.
3. The specialty of each counselor was identified to meet the needs of all of the students.
4. Extensive recruitment in urban areas.
5. The EOP Director and staff were charged with reviewing and processing the EOP applications. The procedure included essay writing, hometown interviews, recommendations, etc.

"The second stage of growth at Binghamton can be defined as a 'leveling off' period whereby there was a shift in focus. The institution became concerned with quotas and meeting enrollment projections set by the Central Office. As a means of acquiring more students:

1. The institution began to rally on EOC's. Centers) as well as urban areas to supply students.
2. The Directors and Counselors began to have more personal contacts with the students who applied.
3. Information on the school and its programs were disseminated to high schools and community agencies.
4. There was an increase in cultural studies and athletics.
5. Financial aid decisions were sent out with the admissions decision.

"The final stage of growth at Binghamton is that of no growth. This "no growth" period occurred because:

1. There was a limit placed on the number of students that could enroll.
2. Financial aid awards were reduced.
3. The "educationally disadvantaged" was redefined to include rural poor as well as the city dewller.
4. There was less reliance on the Educational Opportunity Center to supply students.
5. The nature of the institution, as well as the needs of the students were taken into consideration when reviewing applications. If Binghamton did not meet the needs of the student, Counselors made appropriate referrals of students to other institutions.
6. EOP officers carefully screen (interviews on campus) the applicants. Requirements included autobiographical materials, grade point cut-offs, etc.
7. An emphasis was placed on deadline dates and rolling admissions were abolished.
8. More emphasis was placed on record-keeping, accountability, justification of existence, etc., and not on an increase in staff size. As a result, counselors had less time to recruit and counsel. There was more reliance of students volunteers to do the counseling job.

"Recommendations for running an educational opportunity program:

1. Applications should not be too complicated or irrevelant.
2. One key to a successful program is the institution's commitment from record-keeping to program continuance.
3. Campus interviews for applicants.

James Garrett's Presentation

"Over the last decade, the nation has witnessed one of its greatest challenges of moral rectitude in its institutions of higher education. The brunt of change in these institutions has been in the area of admissions. Tradition laden policies and anachronistic assumptions had, from the very first establishment of colleges in America, effectively limited the access to higher education to the wealthy, privileged, and male caucasian members of the national populace. Even the Morril Act of 1862, which established many government subsidized institutions, failed to reconcile the character of such institutions. (Save, its obvious use in establishing "separate but equal' institutions in several states.) By and large, the Blacks and other minorities were systematically excluded from the educational impact of the industrial and post-industrial revolution in the nation. Form primary to secondary levels opportunities for meaningful education were limited at best, and more often than not, virtually non-existent. Postsecondary education was, for the most part, generally limited to male caucasians of the privileged class. As egalitarian principles of education began to expand opportunities, and national needs for more highly trained managers for industry and commerce gave greater importance to postsecondary education, an increase in students and institutions became necessary. Without belaboring the point, suffice it to say that with the increased and varied national needs came corresponding efforts on the part of educational institutions to meet those needs. These efforts only minimally increased minority representation in higher education.

"Traditional views which have consistently prevailed in admissions offices have had to give way to expand access to institutions throughout the nation on the part of minorities. With the realities of campus turmoil, street rebellions, and Black student demands for increased enrollment has come a reactionary backlash encouraged by an economic depression and rising price spiral. Those candiates from the privileged and middle calss elements of society are finding it difficult to accept the requisite nature of admissions procedure which views candidates of traditionally underrepresented minorities in higher education with broadened criteria, and provision of support services never previously an aspect of these institutions.

"Those persons employed in opportunity programs and/or those employed as a consequence of the demands placed before postsecondary institutions to increase minority representation in hiring practices, have an obligation to continually seek the redress of policies and procedures which do limit the access to and probability of success in institutions of higher education of the non-traditional student. Needless to say, no opportunity program would exist were it not for the opportunity students and the communities they come from. Inasmuch as opportunity programs place the initital moral responsibility for encouraging non-traditional applicants upon those employed in admissions, it is incumbent upon the admissions officer to be thoroughly apprised of his institution's degree of commitment to be thoroughly the success of program efforts. Translated, this includes having an understanding of the institution's academic demands and the capacity of its support services to assist the non-traditional student in overcoming deficits in his previous educational preparation. To the degree that an institution can provide such an applicant a reasonable chance of maximizing his potential for success, only should that institution encourage that applicant to attend. The following principles should serve as a guide to all admissions persons.

1. The more realistic the aims of the college,in light of its opportunity program efforts, its location, its personnel, the public it is equipped to serve and likely to serve, the more the inescapable inexactitudes of admissions will be reduced.

2. While the criteria of admissions are and will continue to be inexact, this overall inexactitude does not justify the departure from moral standards of integrity and forthrightness.

3. Whereas admissions work is oftentimes guidance work, the guidance of a non-traditional applicant to another institution more adequately prepared to assist him or more appropriately designed to provide the area of interest being sought by the applicant is to be encouraged.

4. The admissions committee should make its decision uninfluenced by prospects of triumphant "press." Instead, the influencing factors should derive from the character of the applicant as considered against the institutional realities.

5. Inasmuch as adolescence is a time of such swift transitions, such evidence is the most treacherous of the testimonies with which a committee has to deal.

6. SAT/ACT scores are, in large measure, unreliable indicators of potential success. Perhaps, the real value of such scores is in determining the degree of acculturation to which the applicant has been exposed.

7. The character of an institution is reflected in the successive classes it admits.

"The admissions officer should be ever mindful of those principles and should manifest his/her understanding through the following areas of responsibility:

1. In carrying out the policies the faculty has adopted regarding admissions, be aware of the impact these policies will have on opportunity program efforts and the non-traditional applicant.

2. He/she must provide enlightened views in guiding the faculty in the establishment of wise admissions policy.

3. He/she must apprise the schools from where the non-traditional applicants derive, of the relative strengths and weaknesses of their students applying to his/her institution.

4. Inasmuch as the non-traditional applicant is generally the least experienced in matters related to college admissions procedure, it is incumbent upon the admissions officer to provide information literature regarding the institution, its academic and opportunity programs in a format oriented to this pool of prospective applicants.

5. The admissions officer must be ingenuous, informed, and perserving in service to both the institution and the prospective non-traditional student.

"With increased access to postsecondary institutions for the victims of racism and educational disfranchisement has come the problem of adjusting the student and institution to the expectations and perspective of each. The task has been complicated by the reactions of conservative, traditionalist faculty who have viewed the increase of minorities as a lessening in the quality of their institutions (generally ascertained from SAT scores).

"Whether one views higher education institutions as having a moral responsibility to non-traditional students or not, the truth of the matter is that the failure of the society to provide adequate opportunity for all to acquire the requisite skills for meaningful lives and optimum alternatives for their progency, has forced a first aid approach on the part of these institutions. Obviously, the many historical variables operating to frustrate racial minorities in actualizing their intellectual potential have not been of their making, and as artificial as the concept of race is, ; unfortunately, many of the prescriptions for rectitude must begin with mechanisms, which during the interim, shall have to be designed to overcome the relative disadvantage that the non-traditional student brings with him. The challenge to higher education is to recognize the dilemma, its origins, and requisite prescriptions and to alter the institutional perspective in accordance with the national needs, e.g., ROTC programs initiated in World War II, and science needs in the late 1950's. They should not allow the racist traditions of this society to disallow their meeting the very real human needs of the nation today.

WORKSHOP I

THE ROLE OF NEW CIRRICULAR AND TUTORIAL MODELS IN MEETING THE NEEDS OF THE EDUCATIONALLY DISADVANTAGED

In the final workshop the use of the opportunity programs was discussed along with the method of distributing financial aid.

Moderator - Vera King Farris, Associate Vice President for Developing
and Continuing Education, SUNY Brockport

Panelists - Sister Mary Egan, Director, HEOP, College of Mt. St. Vincent

Ronald Holloway, Coordinator of Developmental Skills -
Mathematics Unit, New York City Community College

Rosemary Lanshe, Director of Educational Opportunity and
Director of Reading and Study Skills Center, SUNY, Alfred A & T

Recorder -- Patricia Shelton, Director, HEOP, Siena College

Rosemary J. Lanshe Presentation

I. PERSONALIZATION - utilizating the resources of a program to meet the needs, interests, and goals of educationally disadvantaged students.

   A. Analysis of needs

      1. Standardized instruments

      2. Students perceptions of their needs

      3. Staff analysis of students' needs

      4. Questionnaire - students asked to analyze their needs and to set goals

      5. Individual conferences regarding test results, and subjective analysis of needs

   B. Student provided with materials which enables him/her to progress toward these goals.

   C. Materials developed by Center to relate to the various curricula on campus

II. DIVERSITY -

A. Instructure of program (develop books for each subject).

  1. 1:1
  2. Small group (2-16)
  3. Large group (17-125)
  4. Rolling enrollment in reading implemented during 74-75 (had previously utilized rolling enrollment for individual study skills assistance)

B. Techniques

C. Students served e.g., social service clients - mature students with family responsibilities

D. Materials and equipment used - (separate list available)

  1. Curriculum materials
  2. Ethnic materials
  3. Paperbacks

E. Programs

  1. Reading classes combined with EOP orientation
  2. Study skills discussions
    a. orientation groups
    b. curricular classes
    c. probation program
    d. diagnostic and developmental program

III. CONCLUSIONS

A. Skills assistance should be provided in a non-threatening environment-DIVISION OF STUDENT AFFAIRS PLACEMENT facilitates this

B. The educationally disadvantaged student must be aided to analyze his learning problems and to set his own goals

C. Once this has been done, a wide variety of services must be made available to him/her for assistance in reaching these goals

D. The development of a constructive attitude toward reading and studying should be vital part of a skill building programs

Mary M. Egan, S.C., Presentation

Some educators today believe that they are pioneers who have to conquer new frontiers. They aspire to be like the astronauts taking their first steps on the moon. Every step is brand new and with new precedent for encouragement. On closer observation, however, this pioneer spirit has characterized many educational changes of the 20th century. The interest and support for imaginative and unique programs has been unparalleled. Hopefully, the last quarter of the twentieth century will continue this trend for expanding horizons in education (for all people).

Recent surveys and reports have conveyed their messages of success to a supporting public. Opportunity Programs in the late sixties were for the most part programs on paper. Experiential knowledge fostered later development and implementation. Today many Opportunity Programs are operating within the traditional educational organization.

Effective development of programs that assist non-traditional students to complete their postsecondary studies have been built and maintained on a firm belief in the purposes of the programs. Secondly, sound planning by the State Education Department, local college administrations, program personnel have lent much to the growth of these programs. Thirdly, program leadership, particularly on the college campus, has given direction and purpose to the daily functioning of the programs. Lastly, conscientious evaluation has been necessary in order to establish and maintain progress in programs that are truly representative and successful for the non-traditional college students.

The Legislature of New York State appropriates millions of dollars each year in order to provide financial assistance to students enrolled in the Opportunity Programs. Guidelines have provided the plan for the implementation of the programs that are funded from tax revenues. The Guidelines and the annual appropriation of funds have established the precedent. In educational history special programs continue to prove that once educational opportunity exists, people will take advantage of the means that are offered for personal and career goals.

Opportunity Programs are student-oriented programs. They seek to meet the needs of students who wish to pursue postsecondary studies. Theoretically the programs are comprehensive, academic programs that offer admissions opportunities with minimal requirements. The special programs are concerned with the personal strengths and try to establish realistic educational plans for students. Program directors are sensitive to the personal needs of individual students as they adjust and progress in collegiate learning settings.

Although there is diversity in interests, ages, backgrounds, the program is coordinated under the leadership of educators and counselors who understand and believe in the talents and worth of the individual students. The strength and success of each program rests with the people who administer as well as those who are served in the program. In the utlimate sense, opportunity for growth and development lies within each one of us - administrator or student.

Education is a life-long experience. This continuous process ought to be viewed in every sense as developmental rather than remedial. Students are more enthusiastic about the plans for improvement in performance rather than static levels of pre-college skills. Diversity and uniqueness of individual talents demands acknowledgement of responsibilities to provide courses that meet the unique needs of students.

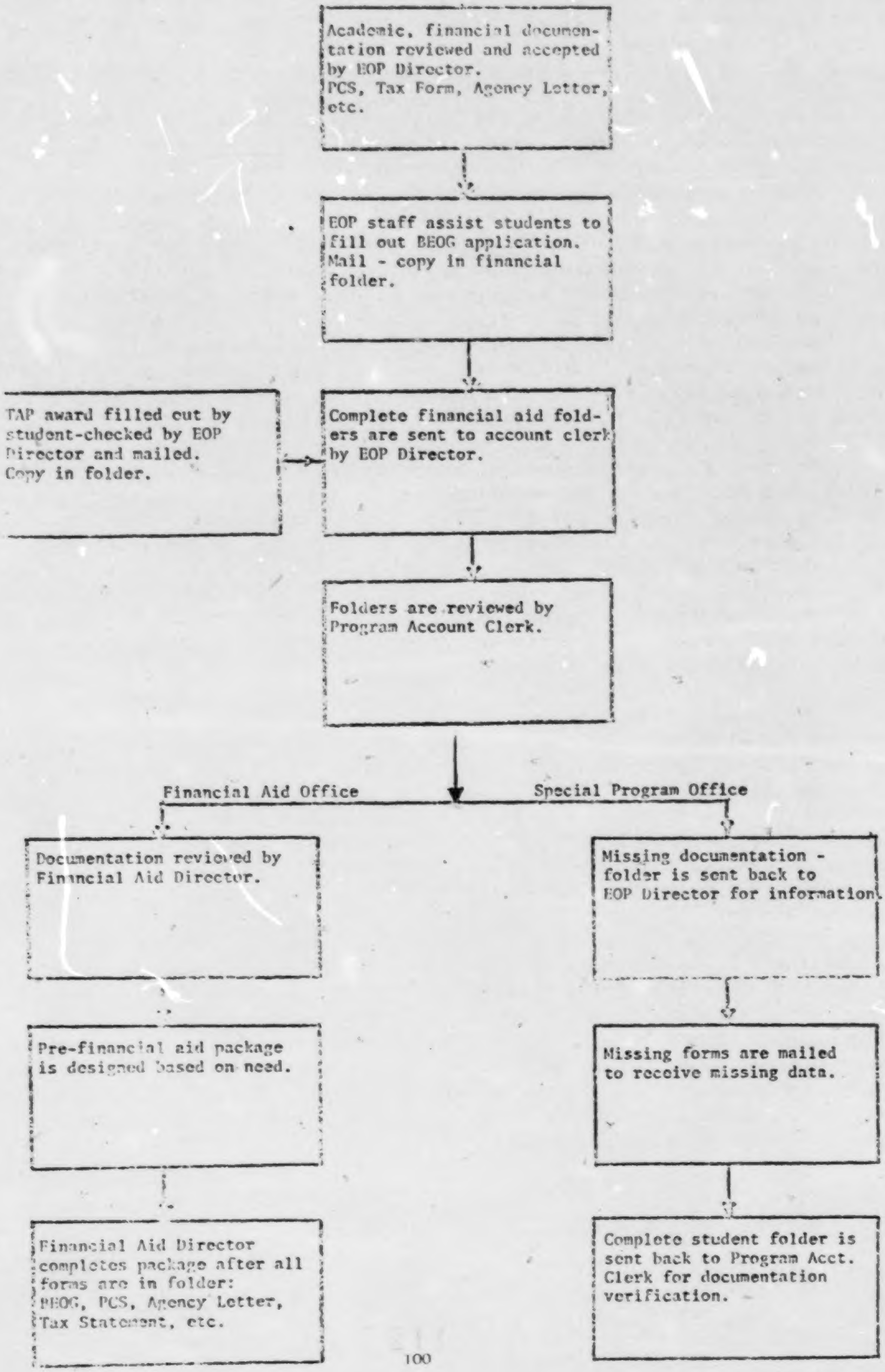
Special programs offer specific services (counseling, tutoring, etc.). To promote growth the programs can be responsive to the interests of students and resourceful to extend educational assistance. Academic requirements are not as static as formerly. Instructors are requiring students to become community-oriented as well as academic oriented. Opportunity Programs need to be versatile and provide versatile services to meet the challenges of their unique student-population by exploring community agencies. Collaboration and cooperation help to assure coordinated special services offered to students in several curricular programs. Supportive services that complement the instructional aspects of the college curriculum are frequently sought and welcomed by students. Our frequent meetings and conferences with freshmen and sophomore students give us a good position for negotiating to benefits to all students for independent study classes.

Opportunity Programs are viable channels for the expansion of universal education that will assure the benefits of many talents in this last quarter of the 20th century and the first quarter of the 21st century. The vast curriculum experience of the program personnel ought to encourage them to seek to optimize educational experiences for the present student population and for subsequent development. Their experiential knowledge and expertise at diagnostic-perscriptive approaches aid in providing services for present and future utilization in graduate and professional schools as well as integral part of whole life of students.

On the campus, the principal functions of the program personnel are to process new students into the program, plan orientation sessions (i.e., Summer Institutes) and to dedicate their energies to the task of enhancing the personal growth of the special students. Individual advisement enables the student to establish and recognize priorities and project a four year program that will enable him to utilize his strengths, to acquire the knowledge and skills that are essential to the fulfillment of his personal and educational goals. The availability of counseling services helps him/her to discern and make critical decisions.

The Instructional Program is the Heart of the Educational Institution. The Supportive Services of the Opportunity Program seeks to develop and coordinate the services in order to maximize the educational potential of their students. The diversity of the students demands unique and versatile services. Learning can be a rational process. Concentration in a discipline and devotion to acquiring personal skills and educational skills will enable the student to make satisfactory progress. Road plans for short-term objectives can be assessed periodically.

PROCESS FOR FUNDING FINANCIAL AID FOR EOP STUDENTS


Academic, financial documentation reviewed and accepted by EOP Director. PCS, Tax Form, Agency Letter, etc.
EOP staff assist students to fill out BEOG application. Mail - copy in financial folder.
TAP award filled out by student-checked by EOP Director and mailed. Copy in folder.
Complete financial aid folders are sent to account clerk by EOP Director.
Folders are reviewed by Program Account Clerk.
Financial Aid Office
Special Program Office
Documentation reviewed by Financial Aid Director.
Pre-financial aid package is designed based on need.
Financial Aid Director completes package after all forms are in folder: BEOG, PCS, Agency Letter, Tax Statement, etc.
Missing documentation - folder is sent back to EOP Director for information.
Missing forms are mailed to receive missing data.
Complete student folder is sent back to Program Acct. Clerk for documentation verification.

Students can learn to manage new learning arrangements. Orientation in determining the process that will best enable them to utilize successful strategies are especially beneficial. Learning the content (cognitive aspects) is necessary for survival, but how the content can be learned is equally important. The ability to think critically, techniques of problem-solving, as well as a host of humanistic traits need to be reinforced for success. Within and across disciplines, early training can assist the students to succeed. Communication and collaboration with instructors will provide enormous wisdom for program personnel.

To complete the assessment of Opportunity Programs as learning programs, an assessment of tutorial assistance is essential. Requests for assistance in providing academic support on a one-to-one basis, or in small groups on an emergency basis, are made to special faculty or to peers who may have provided previous assistance. The aspect of tutorial sessions as temporary situations for a few weeks ought not obscure a long-range objective of developing independence and responsibility in special students. As soon as the student has acquired a working knowledge and can apply skills in an understanding of the scope or a unit of a discipline, the objective set up for the special sessions have been accomplished.

Tutors or student assistants are selected for personal and academic qualities, i.e., knowledge of the subject area, ability to relate to special students, and ability to help a student to solve his own problems. Feedback after each tutoring session is encouraged and frequent evaluation of tutors is essential if the rights of the special student are to be recognized.

Conclusion:

Commercial enterprises speak in terms of a transformational process for the finished product. Now if we transfer this analogy to the example of an iron bar worth about $5.00. If a little work is done on the iron (a pair of horseshoes) its value increases to about $10. If a lot more work is done on the iron bar and sewing needles are produced, the bar has a worth about $250,000. Our efforts are directed to the education of persons of enormous worth and integrity.

Ronald Holloway Presentation

When the developmental program skills was implemented it was not given adequate time or resources for preparation. The first year was spent lecturing and difficulties arose. A mathematical laboratory was developed. An open laboratory where students could come in on their own volition and appointments are not required. Referrals are often by testing, instructors recommendation, but mainly self referrals.

The lab is open 12 hours a day and staffed with mathematic instructors, tutors majoring in math, and graduate students. The lab deals with the college at large not just devoted to HEOP. They work with faculty and screen potential students. They do not have 1 to 1 tutors. Tutors are there to deal with the population that come in for assistance, usually there are 4 to 5 tutees to a tutoring session. The lab seats 20 to 30 students.

At this point, Holloway proceeded to show slides exhibiting some of the problems their lab has encountered with students.

1. Lectures were often boring and the instructions needed to be personalized. The developmental courses were broken down into objectives and eventually into behavior modules. Along with commercial materials the lab develops their own more individualized material.

2. Tutors assist in the individualization of the program. The students are given short assignments that are scored and used for further tutorial instructions.

3. It was found that student inability to read outweighed their mathematical problems. Therefore, the staff had to be particularly careful in selecting appropriate materials.

4. Basically, their goals are cognitive mapping, developing materials that suit the individual. In moving into mathematical content in the technology division, it was broken down into 2 areas, developmental math, transitional math (technological terms and skills). There was an integration of skills, which represents some of the transitional skills in technology. Audio-visual material was developed for many specific areas relating to technology. More intense tutoring is available through the counseling center. Once the technology and mathematics departments pinpointed difficult courses it then enabled the lab center to write up behavioral objectives and purchase an array of commercially or in house produce materials. Appropriate diagnostic tests were developed to determine the kind of remediation that was needed for a particular course.

5. The Student Responder Classroom was explained. It allows the student to respond to 5 multiple choice objective questions which would be presented either on media or on the blackboard. The instructor can tell how many students respond correctly or incorrectly to the 5 different choice, thus allowing the teacher to know who does not understand the material.

In conclusion, the learning center should be the cohesion of innovative ideas, as opposed to developmental programs being totally independent of each other. Everyone involved in skills development should be working as a team to prevent duplication and provide students with a more well rounded skill development program.

After the panelists presented their papers, Ms. Farris requested that all of the workshop participants introduce their institutions, their program, and the size and staff of each program.

Workshop Summary

Mr. Vernon Alleyne summarized the session. He joined together points made during the discussion. He asked the question, "What are we doing to help ensure that our students get into the normal traditional course and do well in them"? The base of our tutorial system should be to move students up to a point where they can cope with college level courses.

Students in opportunity programs are no different in their aspirations than other students in the general program. In other words, many students who go to college do not really know what they want.

A part of our counseling should be to help students understand the length and breath of areas that they (student) indicate an interest in. We should do our homework and know the criteria that our program students need to succeed at whatever they aspire to.

If students are in programs over their heads, it is a good indication that we as program people are not doing our jobs. This should not be prepetuated, but educate ourselves enough to assist student in making realistic decisions about their education.

There should be a coordination of tutoring, curriculum change, counseling and instructional service in order to move the student to a point he can cope with a college situation successfully.

PART VIII

CLOSING ADDRESS

ASSEMBLYMAN ARTHUR O. EVE

FINAL LUNCHEON ADDRESS

ASSEMBLYMAN ARTHUR O. EVE

In closing, Assemblyman Eve expressed an attitudinal problem in the program. One of the factors he stressed was collective support. He called for coordination of the various areas involved in opportunity programs from financial aid to supportive services.

Assemblyman Arthur O. Eve:

"Thank you very much to the dignitaries at the head table and to all of you that are here today. Someone walked up to me when I walked in and said, 'When you were here last year, you really chewed some of us out.' What have been the results since then? I think that is the question we must all ask ourselves, since we were here last year, and many more have been added: 'What have we done to contribute to the improvement of the quality of life for the men and women we have been responsible for?' That in itself is a measure of whether or not these conferences are, in fact, meaningful, productive and really an instrument for good. While I was here before, I said to some of you that we need your help, that we need your capabilities. As I look through this program and see all of the brains and knowledge and expertise that has been here since Monday, I say to myself that if these people locked themselves up in a room, and could not get out for one week, and really began to deal with the question of education, from pre-K through a Ph.D., for poor people both in our cities and rural areas and for all of those whom the system has excluded, I'd say some very good solutions to a number of problems could emerge. But we come together, and I understand that you have had some very interesting and very meaningful discussions.

Those of us who work within the system are constantly looking for the results. I had a very pleasant experience last week visiting the Brooklyn EOC (Educational Opportunity Center). Some of you may not have much to do with the EOC's, but I have found that segment, of the three parts of this meeting here today, very well organized and very knowledgeable about what it is they want and need. They are prepared to go out and fight the system like hell to get it. That is the kind of togetherness the Legislature likes to see. We like to see people with common interests, goals and struggles, pull their resources together to tell us, who have responsibilities for these programs, what they ought to be about. When I see the diverse programs in various institutions, I see the different ways in which each institution responds to those children, to those adults, and to those people who need their help. But, I don't see a clearly defined way in which all of you should be moving collectively to get the central office, the legislature, and the governor to deal with those students that you have. It's amazing when I get students from my community who call me and tell me about their financial plan, and somebody out in the boondocks calls me about their financial plan in an urban university. In all cases, they're all living on campuses having the same kind of responsibilities, and you have subjected them to different kinds of standards. Then, when they come back home, they relate with their colleagues and their peers about how much it cost to go to school this year, what kind of help they got and what their experience was on the campus. They begin to compare notes and even though the program is called EOP or HEOP, it was not functioning the same on each campus. Therefore, we leave them at the mercy of the political philosophy of that particular institution. We leave them at the mercy of the varying degrees of racism at that particular institution and we say to them, 'Even though we're giving you some financial aid, you ought to get out there and make it regardless of what barriers you have to face.'

"I say to the EOP and HEOP Directors every time I talk before them, 'Please come up with a good model and plan that all campuses should comply with. If you need the political clout to get those universities to respond equally, we are prepared to assist you in getting them to do it. It has been eight years now since the SEEK-EOP program at the State University started in 1967, and we have not been able to get from you collectively what all of the programs ought to be about.

"If you don't get it together, I want you to know that the struggle to keep these programs alive is a continuing political struggle. When you ask people to assist, those of us who are at the legislative governmental level, you must, also, give us some leadership and direction. We're not very knowledgeable in these areas. Last night I went to a meeting on prison reform. I met with Pat Cunningham about putting Blacks, Puerto Ricans and Native Americans into jobs. I met with the Affirmative Action Office of the Environmental Conservation Department, which is going to spend 1.95 billion dollars on construction programs. We met with another group about the mentally retarded and another group about what we're going to do about rehabilitating housing. It wasn't until 11:00 p.m. last night that Kevin, Norman and I left to get something to eat. If you think that we have the expertise in that office of four people to deal with the massive bureaucracy that the system has grown into and deal with those problems effectively -- we do not! In many cases stumble, fall, scratch, beg, and fight in order to just preserve what we have. I say to you we need all of the knowledge in this room.

"While I was at the EOC last week I walked up to a young lady on the elevator and I said, 'Are you in school here?' And she said 'Yes.' I said, 'What are you majoring in?' She said, 'High school equivalency.' I said, 'What are your plans afterwards?' She said, 'I would like to go on to be an architect.' The confidence that young lady displayed to me, the goodness of what she felt, and the qualities and skills she was developing, were so much so, that she could say to me that it is my plan to leave this year and go on to be an architect. It wasn't just what she said, what she was talking about, or the course she took, but the degree of confidence and strength that she had gained and was in the process of gaining from the experience that enabled her to realize whatever skills, desires or hopes she had. That she could, in fact, seek those feelings now and, then knowing that she had the capabilities, move on them.

"Then I ran into students on campuses and talked to them about what they're doing and what they're about. From them I don't get the sense of assurance and confidence that they are going to make it. I find it is a reflection of the program, the leadership and the degree of commitment that you have been able to convey to them. And if they can't make it -- you aren't providing them with the necessary skills so they will make it.

"I would like for you to do something for me and for many others who represent the disadvantaged. Really say to the school system, ' Here is how you can educate that guy in the 11th and 12th grade who is reading below the 8th grade level. Here is how we do it. Here is the model. Begin doing that in your schools. instead of just shifting them through and giving them a high school diploma which really doesn't mean anything.' Your program can be an instrument of leadership. Your program can be the tool by which we say to all of the systems, 'This is what you ought to be about. If you try this method, we are prepared to work with you so you can produce that.' What does it mean to us to help these young people reach their full capacities? That world outside there now is very frustrating. People are going through a process of de-humanization. The forces and pressures among them and upon them are tremendous.

"When I read of a hearing we had in the City of New York, that last year in a community of that city we had, as a policy officer told us, the most serious crimes committed by persons whose average age was 14, I was shocked. About four or five weeks ago, the New York Times magazine section did a story on the same statistics. But it was very interesting as they were giving the background of those children. They said in most cases they have been pushed through the 8th grade. When they have to go to high school and compete with other young men and women who have been better prepared, then they find that they have just been pushed through school with no knowledge. Whether or not they're poor, whether or not they're bad kids or good kids, they all have a degree of pride. And that pride has made them realize that they cannot compete. They are not being helped out, therefore, they were pushed into the streets. As 13 and 14 year olds, they were out there for anyone to offer assistance, leadership and guidance on how they can get part of the system: how they can share in the great wealth that this society has to offer. And when they see on television all of the things that other people have, they too want. Then some sick individual, who has the capacity for leadership, begins to offer them leadership. What do they say? 'Hey, you don't have it, he has it.' So they go over and rip him off.

"Therefore, we find a tremendous degree of dehumanization taking place in these communities. Many white people feel that as long as Blacks, Puerto Ricans, and Native Americans are ripping each other off, 'We really don't care.' But, sometimes they expand beyond those ghettos. They go out and 'rip off' people. While I look, I say, 'Who is really responsible? Who really failed that child?' We say,'Well, the parents in the homes really didn't do a job.' Yea, they may not have done a job because they couldn't have done a job in many cases. I remember reading about the shanty Irish, the Italians, the Jews, and the Russians in their ghettos. But in all those cases they had people within the institutions which served those children, that had a commitment to help improve it. So everyone worked to help improve on that individual.

Black children, brown children and many other poor children have to go into systems in which people have no sensitivity or no desire to see them succeed. Therefore, we just push them along; and knowing full well that at the end of the line, they will not make it. So we contribute to those criminal statistics that we read about. When I read that five elderly people in my Assembly District were murdered in a house two weeks ago, there is no question in my mind that the people that committed that crime were probably under 21 years of age or close to it. I'll almost bet they've been frustrated. They've been going through a system that has done nothing but push you out and out from one degree on to another.

"Then, last week in a meeting with an EOC Director and a two-year community college in my community, I couldn't get the people from the two-year community college to realize that the EOC was there to help them. Even though they came and told me about their problems, the Center director said, 'I'm prepared to help you solve those problems.' They were dealing with the ego of a Vice President of that institution, who was more concerned about his own ego than dealing with the problems of those students which he had within his institution. And I said, 'Gee, you really have a commitment.' When I asked how many of the students enrolled on this campus are in EOP, I found out that without the EOP there wouldn't even be a campus. He had no commitment to really help that program success. What do you do in those kinds of cases? I'm talking about some Black people who were in that community college who were supporting the kind of position taken by that chief administrator, who had previously sat with us, agreed that should be done. When the moment of truth was there and when they had to confront the President, they walked away from what we had agreed to as Brothers and Sisters caucusing to deal with the system. That is frightening!

"Now, I don't know if you know it, all of your jobs are a political decision. I want to make it very clear -- all of your jobs are a political decision. I want to repeat it, 'All of your jobs are a political decision.' As quickly as you have them, they can be taken away as quickly. The City University of New York started the first SEEK program (and I can't take credit for that), but it was because of a Black legislative caucus in Albany, who had to vote on some bills and some taxes, who felt that they had to get something out of that. It was a political decision and a trade-off which started the City University's SEEK program. When I came to the Legislature in 1967, I found out that there were no poor Blacks, no Puerto Ricans, no poor whites, and so we had to spend damn near a year to convince them that we had similar problems as the minorities and the poor people in the City of New York. So we started a $500,000 SEEK-EOP program at the State University at Buffalo. In fact, their first recommendation was to take the $500,000 and divide it among all the State University campuses. We said, 'No, put it in one place and as the pride of authorship, I want it in my home district.' Then we went on to HEOP.

"I am pleased that you had Connie Cook here last night because Connie has always been an ally; she has always been a person who has been sensitive to our problems and our needs. Connie and I have worked very closely together and last year, I remember, she tried to restore the $42,000,000 to go to school districts, supposedly, to help children with learning difficulties. But the categorical grants which went into the community for specific purposes were cut out. Connie and I debated the bill on the floor. I attacked her sponsorship of the educational bill which excluded the safeguard to protect urban aid money. During the debate Connie said, "Art, let's sponsor a chapter amendment to put the categorical grant requirement back into the bill." We worked and came up with a bill which passed unanimously in the Assembly, Then it went over in the Senate. Mr. Geofrindo and Mr. Shanker were able to kill that chapter amendment in the Senate. I will never forget Connie Cook after one of the negotiations with the leadership within the Republican Party. She came to me almost in tears and said, 'Art, we could not be successful; and for the first time in my life, I called a fellow colleague a racist.'

"Now that is the kind of thing that is going on. Those are the kinds of attitudinal problems that we're faced with and if we don't work collectively together to strengthen every segment of our society that is in fact oppressed, that is in fact not receiving the wherewithal to produce in our society, all of us will ultimately be ripped off. If there were no Black masses and no Puerto Rican masses out in those communities and cities that many of us come from, there would no no sense in hiring you for the program; onto the staffs and into the positions. For if the mere presence of that population automatically removed itself from the face of the State of New York, all of you would be fired tomorrow. For Black, Puerto Rican and Native Americans -- and even some of the white liberals who are here who would become experts at our particular problem: all of you would be gone. So you have a commitment to make that segment of our population as strong and as viable as possible; a continuous political threat because their strength will determine whether or not you pragmatically survive.

"Anybody here from the Central staff of State University? SEEK-EOP? Just one! My God, they must have known that I was a little mad. I didn't want to share this with you until the end. Maybe it can help solve some of these problems. We have a two-year community college EOP program. They tell me they can't hire counselors so they want to take five of the Assembly's counselors. They had the audacity to say, 'Would you send five of your counselors?' Now it doesn't seem logical to me that EOC has counselors, EOP four-year colleges and universities have counselors and now EOP, in two-year community college areas, can't have counselors. Now, I am a lay man; I am very limited; I am not even a college graduate and I don't understand that. These are all programs for the disadvantaged and I really didn't know that. That is my ignorance because I don't keep up with a lot that is going on unless there is a problem. But, I am going to find out tomorrow from somebody in that Central Office why that is. Because, if we're going to spend two, three or four million dollars on a college campus for those students who need counseling in order to make it and we're not prepared to spend another sixty to seventy thousand dollars to insure that they make it -- then there is no commitment to that program. And that is a serious problem.

"In ending, please, I don't want to come back here next year. 'Don't invite me, okay? I just want to see some results. I hope that we can help you with some results, that some things will happen hopefully in the next month or so which might indicate that there will be some changes, some greater help, and greater leadership.

"I can't get away without telling you this. I am on the Ways and Means Committee. We talked to all of the Department agencies when they came before us. Usually, I go into my affirmative action: 'How many Black, Puerto Rican and Native Americans have you hired?' And they called me a crazy nigger up there. You know -- 'Stay away from him and everything else.' You probably heard that too in your orientation. But, I was saying to the Chancellor, 'Why did you cut out some $600,000 from a particular program?' And he said, 'Assemblyman, I think that ought to be put back,' and we went into a dialogue. Afterwards the Budget Director, who is responsible for the State University, who I have a good relationship with, said to me, 'I think you're right. We're working on it and I think we're going to put it back.' He said, 'Man, you know, there was a brother of yours, man, a black dude that came up here. He said a smokin' job in really showing us where we were wrong and how we made the wrong judgement.' This was a white man who said to me, 'That is the kind of guy you should have as Deputy Secretary to the Governor of the State of New York.' That was a white man who may have had resented that brother coming in there and really violating all of the ethical rules of how the system is supposed to work, but he knew he had to get to the people who were making the decisions. I don't know if he by-passed Central Office, his college, or his University. He went in there and dealt with the people at the power level who were making the decisions to have them turn around -- and the cat respected him for it, and resorted that $640,000. Not only did he respect him, he said to me, 'You ought to get him in a key position to protect the interest of Black people.'

"Now, you don't have to be an Uncle Tom to make it. I want to say that to you. You don't have to sell out in order to make it. And that brother, who I have never met before in my life will hopefully in the next month or so be in the position to help a whole lot of us. You can respond, do things right and gain respect because the greatest power you have is having the respect of those in your particular profession or your institution with whom you work with.

"Somebody said to me from New York, 'You're the last nigger in the world that we thought would make it in a role of leadership.' I said, 'Well, it's been a long struggle.' There have been a lot of crazy things I was committed to doing. In the final analysis, the system looks around and says, 'You may not like him and you may not like his methods sometimes, but we respect him, and his word is bond. He can deliver some votes. He has organized a lot of black people. He helped some other folks to get elected. He can help us or he can hurt us. He said to us, he wants in on the decision-making process.' As I said to some young people, 'Don't ever sell your integrity; keep your pride, because that is all you have in the final analysis.' And if we work together, we can make these programs, and we can make this State respond to all of its people. Thank you and God bless you."

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